DOCUMENT RESUME

ED 023 498 95 RC 001 753

By-Goodwin, William L., Ed.

Bucknell Conference on Learning Problems of the Migrant Child, Report of Proceedings (Bucknell University, August 13-18, 1967).

Bucknell Univ., Lewisburg, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 67
Note-166p.
EDRS Price MF-$0.75 HC-$8.40
Descriptors-Annotated Bibliographies, *Conference Reports, Consultants, Demonstrations (Educational), *Educational Specifications, Evaluation Criteria, Evaluation Techniques, Group Discussion, *Learning Difficulties, Migrant Children, *Migrant Education, Participant Involvement, Program Evaluation, Questionnaires, Reading Material Selection, *Teaching Techniques

Consultants' papers dealing with educational priorities, learning problems, recommendations for improvement, and modern technology as they relate to migrant education are presented. Consultant and participant responses during a group discussion on facilitating the learning of migrant children appear in full. The report sets forth the schedule covering those events prior to, during, and following the conference. Participants, instructors, and consultants are listed. An annotated bibliography is included as well as an evaluation of conference elements. Instruments used in the evaluation of this Title I, ESEA-funded conference conclude the document. (SW)

BUCKNELL CONFERENCE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

LEARNING PROBLEMS

of the

MIGRANT CHILD

BUCKNELL UNIVERSITY LEWISBURG, PENNSYLVANIA 1967

BUCKNELL CONFERENCE

on

LEARNING PROBLEMS

# of the

MIGRANT CHILD

A Report of Proceedings for the Conference held August 13-18, 1967

Edited By

Dr. William L. Goodwin
Department of Education
Bucknell University

BUCKNELL CONFERENCE ON LEARNING PROBLEMS OF THE MIGRANT CHILD

TABLE OF CONTENTS

Page

I. Introduction. 1

II. Schedule of Events; Intended and Actual 4

III. Presentation of Consultant Papers 8

Educational Priorities in the Education of Migrant Children (Jean Osborn) 9

Viewing Learning Problems of the Migrant Child from an Instructional Perspective (Donald M. Miller) 26

Educational System Planning for Migrant Children (Clark C. Abt) . 46

Modern Technology in the Education of Migrant Children (Leslie D. McLean) 64

IV. Consultant Group Position 83

V. Evaluation of Conference 122

Appendix A

Participants - Instructors - Consultants 136

Appendix B

Annotated Bibliography 140

Appendix C

Evaluation Instruments 154

Mrs. Jean Osborn, of the Bereiter-Englemann School, teaches language concepts to a migrant child.

Migrant children ponder a question inspired by a picture developed as part of the reading games designed by Dr. Clark C. Abt.

Deciding "what is wrong in the picture" provides a challenge to children that keeps them interested and eager to look at new material.

Participants in the conference look on while migrant children become absorbed in discussions arising from amusing pictures designed by Dr. Clark C. Abt to develop critical thinking.

Sounds and shapes of letters are difficult for children to master. Games involving these concepts help children master these difficult problems in a pleasant way.

I.

INTRODUCTION

In June, 1967, personnel at the Bucknell University Educational Development Center/Project SESAME office were asked to arrange and coordinate a conference dealing with the needs of migrant children. This conference was to be designed primarily for teachers of the migrant child during summer school sessions in the summer of 1967. The Bucknell effort was to assist in the preparation of the teachers in the migrant summer school to be held in Potter County, Pennsylvania. The lack of staff and facilities to conduct a conference of this nature before the Potter County summer school opened was severe; therefore, a mid-August conference was planned. Even then, the amount of time available for planning was abbreviated seriously.

A program similar to that at Bucknell University was to be undertaken at three additional locations in the state of Pennsylvania. However, the other three locations were public state colleges, while Bucknell is a private university. The intention of the Pennsylvania State Plan under the Migrant Amendment to Title I of the Elementary and Secondary Education Act was to hold these conferences to prepare summer school teachers of migrants to meet all the needs of the migrant child. Because of the timing of the conference (that is, because it was set up later in the summer than initially hoped) and because many of the needs of the migrant child (such as medical, subsistence, etc.) were being met by other agencies and personnel, it was decided that the conference at Bucknell University would concentrate on the learning problems of the migrant child.

This was appropriate, too, considering that first priority for participation was to be given to teachers who were working with migrant children. The state of Pennsylvania established participant quotas on a county basis; in the case of Bucknell, the 11 counties in north central Pennsylvania were given quotas that totaled 20 participants in all. It was natural and appropriate that nominations were sought through the offices of county superintendents with an additional stipulation that, wherever possible, more nominations should be made than vacancies existing; this permitted some selection of participants based on *a priori* established criteria. As it turned out, most county superintendents did not nominate participants in excess of their quotas. In those counties that did not expect to have any program for migrant children, it was suggested that county superintendents send teachers involved in Title I programs for disadvantaged learners. The 20 participants finally selected represented nearly all of the 11 counties and consisted of a number of classroom teachers, administrators, and supervisory personnel. A list of the actual participants is given in Appendix A.

The instructors sought for the conference were all professors in the Department of Education at Bucknell University. The conference was scheduled to begin after the regular summer school at Bucknell, at a time when these men were available for such duties. The list of instructors utilized is given in Appendix A along with the names of the secretary and other personnel utilized for the conference.

The location of consultants was not an easy task. The period of time to find them was relatively brief and the conference was held during a period that was often utilized as a vacation period by college personnel. It also became apparent during extensive phone searches that there were not an extensive number of consultants with expertise in the area of the learning problems of migrant children. This being the case, it was decided to utilize consultants with known reputations in learning theory and applications, per se, asking them to do some original and adaptive thinking about the learning problems of the migrant child. At the same time it was possible to locate closer to Bucknell two persons who had had extensive experience on previous summer schools for migrants. These two persons were utilized in the conference as discussants. A list of the consultants obtained and their position and also a list of the discussants is included as Appendix A. Most of the other events connected with the conference fell into a pre-planned sequence starting with a search of the literature and publication of an annotated bibliography (see Appendix B) and development of evaluation instruments used at the conference (see Appendix C). The events that were planned are listed in the next section of this report. In any case where the planned event did not occur as contemplated, the actual event that did occur is indicated by being enclosed in brackets.

II.

SCHEDULE OF EVENTS: INTENDED AND ACTUAL

In the section below a detailed schedule of events is given. On those items in which unexpected or unplanned happenings occurred, this has been indicated by setting off an explanation in brackets.

A. Events Prior to the Conference.

1. July 10: Contract signed with Department of Public Instruction.
2. July 10 - 31: Selection of participants (see Appendix A).
3. July 10 - 31: Selection of instructors (see Appendix A).
4. July 10 - 31: Selection of consultants (see Appendix A).
5. July 10 - 31: Selection of texts. Those chosen were:

   Bereiter, C., & Englemann, S. Teaching disadvantaged children in the preschool. Englewood Cliffs, N. J.: Prentice Hall, 1966.

   Cheyney, A. B. Teaching culturally disadvantaged in the elementary school. Columbus, Ohio: Merrill, 1967.

   National Council of Teachers of English. Language programs for the disadvantaged. Champaign, Ill.: NCTE, 1965.

   Otto, W., & McMenemy, R. A. Corrective and remedial teaching: Principles and practices. Boston: Houghton Mifflin, 1966.

6. July 10 - August 1: Preparation of an annotated bibliography (see Appendix B).
7. August 3: Mailing of four textbooks and other conference materials to participants.
8. August 7 - 11: Development of evaluation instruments (see Appendix C).

B. Events During the Conference.

1. August 13: 6:00-8:00 P. M. - Registration; distribution of conference materials; room assignments; campus orientation session; administration of first evaluation questionnaire.

2. August 14: 8:00-8:30 A. M. - Administration of second evaluation questionnaire; division of participants into three smaller groups.

3. August 14: 8:30-11:30 A. M. - Small group involvement sessions.

   (a) "Diagnosing Reading Problems of the Migrant Child." Dr. Heiner

   (b) "History of Migrant Education; Learning Problems of the Migrant Child." Dr. Jones

   (c) "Programs of Instruction for the Migrant Child Based on the Concept of Individualization." Dr. Moore

   Groups spent the full morning with one of the three professors and then rotated during the next two half-day sessions.

   1:15-4:15 P. M. - Small group involvement sessions.

4. August 15: 8:00-11:30 A. M. - Small group involvement sessions.

   1:15-3:00 P. M. - Demonstration by Mrs. Osborn of teaching language skills to migrant children. This demonstration involved five migrant children. [There was an unexpected delay in getting the migrant children to the Conference setting. For about 30 minutes, Mr. Jack Hyams of the State Department of Public Instruction presented a general overview of the Pennsylvania program for migrant children to the participants. This was the first departure from the Conference schedule, but worked in quite well as Mr. Hyams' remarks were appropriate and highly relevant for the participants.]

   3:00-4:30 P. M. - Discussion of the Bereiter techniques and possible applications to migrant children by Mrs. Osborn. This session included showing of a mathematics film produced at the Bereiter-Englemann School for Exceptional Children at the University of Illinois.

5. **August 16:** 8:00-11:00 - Presentation of papers by Mrs. Osborn, Dr. Miller, Dr. Abt, and Dr. McLean. Papers presented were discussed by Dr. Jones. (The complete text of each paper is given in Section III.)

    11:30 A. M.-1:30 P. M. - Conference Luncheon, Briar Heights Lodge, Berwick, Pennsylvania.

    2:00-3:30 P. M. - Observation of a migrant Title I class at the Westmoreland School in Dallas, Pennsylvania. [It was hoped that a full class of migrant students, approximately 25, would be available to observe in a school situation. It was for this reason that the lengthy trip was made to the Dallas area, approximately a two-hour drive. Due to the lateness of the tomato crop, however, only six students were in attendance and a true school setting, therefore, was not witnessed.]

    3:30-5:30 P. M. - Observation of working and living conditions in three migrant camps, as well as migrants working in the fields, in the Dallas, Pennsylvania, area.

    7:00-10:00 P. M. - Initial discussion relative to the formulation of a consultant group position.

6. **August 17:** 8:30-11:45 A. M. - Formulation of group positions by consultants and, separately, by participants. Participants were divided into three new groups in such a way to facilitate the formulation of their group position. The questions of focus were: how to get migrant children to learn, and secondly, what to teach migrant children.

    1:00-3:00 P. M. - Presentation and discussion of the consultant group position by Dr. Abt, Dr. McLean, and Dr. Miller. The session was moderated by Dr. McKeegan with Dr. Jones and Mrs. Garvin serving as discussants. (The Consultant Group Position is recorded verbatim as Section IV.)

7. **August 18:** 8:00-11:45 A. M. - Presentation and discussion of participant group position. [It is at this point that considerable departures occurred from the Conference schedule. Two items, possibly of great interest and relevance, were formulated and incorporated into the early Friday morning schedule. The first involved a presentation of a teletypewriter mode of channeling a student into a program on a computer. The intent was to tie a teletypewriter

at Bucknell University (which had been hand-carried from Morehead City, Kentucky) into the computer at Toronto, Canada, which in turn was tied into the Suppes' mathematics program on the Stanford computer in California. Because of an apparent lack of cooperation from the Bell Telephone Company and some rather stifling regulations prohibiting the use of Bell technicians on "foreign" equipment (that is, "foreign" means other than Bell equipment), it was not possible to make adjustments in the teletypewriter to give a live demonstration with a migrant child at the teletype. However, an static demonstration was given.

The second event involved the use of several reading games that Dr. Abt had developed for Houghton-Mifflin. These were played at first with white middle-class children and then played by three migrant children. A comparison then followed of the strategy used by the children and the successes that they achieved. These two sessions took the entire morning.]

1:15-4:00 P. M. - Targets of Opportunity; Evaluation. [In effect, Targets of Opportunity had been seen and incorporated into the morning schedule. Therefore, in the afternoon from 1:15 until 3:00, participants presented their group positions. This consisted of three separate presentations as the participants had been divided into three groups. The ideas presented by the participants were critiqued by Dr. McKeegan, Dr. Goodwin, and Mrs. Garvin.

From 3:00-4:00 P. M., the participants filled out a rather elaborate questionnaire. This questionnaire is listed and reported verbatim as instrument Number three in Appendix C. (Results of the evaluation are incorporated in Section V of this report.)]

C. Events After the Conference.

1. September 1-October 31: Analysis of the questionnaire data.

2. November 1-December 31: Writing of the final report.

III.

PRESENTATION OF CONSULTANT PAPERS

EDUCATIONAL PRIORITIES IN THE EDUCATION OF MIGRANT CHILDREN

Mrs. Jean Osborn
Bereiter-Engelmann Preschool
Institute for Research on Exceptional Children
University of Illinois
Urbana, Illinois

Introduction

The primary focus of my paper will not be on what is surely the major school-related problem of the migrant child, that of his mobility and its effect on his school attendance, but will rather be about what I know best, the in-school education of disadvantaged children as done at the Bereiter-Engelmann Preschool at the University of Illinois. I will attempt to apply what we have learned from the young disadvantaged children we have worked with to the special in-school problems of the migrant children we are here to talk about today.

Migrant children are typically members of families of low income and little education; we know that all such children need special consideration by educators. That they are, in addition, members of families that move from place to place and who therefore change schools frequently and miss school even more frequently, qualifies them further for special consideration. Since migrant children spend so little time in any school, a problem just as improtant as that of getting them to school, or of getting the school to them, is that of what and how to teach them during the limited amount of time they are in the classroom.

Getting the Migrant Child to School

Before focusing on the in-school problem, however, I would like to make several observations about getting the migrant child to school. Public schools are usually scheduled to meet the needs of the schools. The school time-schedule is set by the long established habits of a school population--students, teachers, administrators--who live in one place. In areas where there are large numbers of migrant children, school systems that are committed to the education of all children must change their traditional calendars to meet those of the migrant families' travel cycle. Schools in the home states of migrant workers can hold special winter school terms for migrant children in which sessions begin late in the fall and terminate early in the spring. Such sessions involve longer school days and a stripping down of the curriculum to basic subject areas.

Special summer schools can be held at migrant centers to teach children whose parents are working. Locally or federally supported boarding schools are a possibility, as are mobile schools which follow the children from camp to camp. It is possible that computerized and televized instruction can be utilized in all schools, as can many other audio-visual aids, but such devices have yet to be fully exploited and evaluated.

Suppose a six-year-old child were to attend three very fine schools during one year, but suppose each of the schools is teaching reading in a different way. At the end of this year, would this child know more about reading than if he had attended three poor schools, or no school at all? It would seem that an optimal system for the large groups of children who spend their lives moving from place to place should be one organized by a central agency which would provide a similar and continuous educational program, no matter if the child were currently in Texas, Pennsylvania, Indiana, or Florida. Such a central organization would have data-processing equipment which would supply detailed records of the various schools the child has attended, the duration of his stay, the subjects he had taken, his achievement in them, and his health records. Such organization seems, at best, a long way off. In the meantime, teachers and school systems must be prepared when they receive a migrant child, to diagnose what the child has learned, how he has learned it, and teach him in a way that takes advantage of what he already knows.

From what we have learned at our project, the liberal use of teacher aides adds immeasurably to the educational potential of any classroom. Small group work requiring more than one adult to a class is essential to many programs for disadvantaged children. Teacher aides, selected from the migrant population can be trained, not only to wipe noses and to keep attendance records, but to teach small groups and to tutor individual children. A large corps of well-trained teacher aides, many of whom would travel with the children, would be able to work in both winter and summer schools. Records of their training and experience would be transferred from center to center along with those of the children.

What about the adolescent migrant child, one who is able to work alongside his parents a good part of the year and thus contribute his earnings to the family income? How does the school convince him and his family that the best interests of all of them will be served if that wage-earner continues in school? There are experimental parent education programs which pay mothers to come to school; perhaps we should consider paying money to adolescents to come to school. Such financial support, accompanied by a parent-education program which stresses the value of education, and a school situation in which the adolescent finds success and relevance to his life goals, would be a means of making possible more education for more migrant students.

Educational Goals for Migrant Children

The question of adolescent school attendance leads me to the first point I want to make about the in-school problem. There is a basic question about the education of migrant and indeed, all disadvantaged children, that few educators have yet come to grips with. This is, what are our ultimate expectations for the children of migrant families, for the children of all disadvantaged families, and how is the school supposed to meet them? There are two main alternatives, with possibly some middle ground between them. Do we anticipate that migrant children will be educated and acculturated so that they will be equipped to enter the main stream of American cultural and economic life, to cease being migrant workers; or do we anticipate that they will be educated so that they will become somewhat literate, somewhat better adjusted, somewhat healthier and cleaner members of the migrant stream?

If we pick the first alternative, that of preparing the child to get out of migrant life, then the job of the schools he attends will be exceedingly difficult, for they will have to teach the child a wealth of behaviors, competencies and skills, few of which he experiences at home or any other place in his out-of-school world. To achieve this goal, great changes must take place in our methods of dealing with both the problem of getting the child to school and the problem of what to do with him in school.

If we pick the second alternative, that of educating the migrant child for the migrant life, the task of the schools is much easier and the chance for success much greater, for what is taught will be closer to the everyday experience of the child. There is no need in this paper to discuss the morality of educating a child to remain or not to remain a member of the social class of his parents, but it is evident that in future years there is going to be less need for manual work in the fields and canneries, and that tomorrow's happy and adjusted migrant might be the day after tomorrow's unhappy and unadjusted, with no job to migrate to. A consideration of what kinds of jobs are going to be available in the future is a moral consideration in the establishment of goals for the education of any children.

The first alternative I mentioned, that of educating the disadvantaged child so that he can enter, if he so chooses, into American middle-class society, has been a major goal of the Bereiter-Engelmann project. Our specific goal has been to use the child's pre-school years to prepare him to compete successfully with middle-class children in middle-class elementary schools. In our efforts to achieve this goal we have tried to analyze the components of the skills and attitudes the middle-class child brings to school with him, and to then develop efficient and effective ways of teaching them to the disadvantaged children who come into our classroom.

Behavioral and Language Characteristics of Migrant Children

Three years ago we became interested in working with disadvantaged children. We found that the four-year-old lower-class Negro children who came to us were different from the middle-class children with whom we were used to dealing. There was a lot of conventional information--names of animals, food, parts of a house, parts of the body, names of colors, shapes, days of the week, months of the year--that they didn't know. Their behavior seemed excessively physical, boisterous and often noisy. They were unused to sitting still in a chair to listen to a story or to sing a song, and seemed to be forever wiggling or jumping up and down. They took little interest in completing a puzzle or a drawing. Although they were frequently affectionate, both to each other and to their teachers, they seemed unaffected by abstract words of approval or disapproval from the teachers. But, most different was their language, whether they talked a lot or not at all, they spoke a non-standard English which the teachers found hard to understand. We were soon to find that the language difference was much more serious than simply a matter of word-mispronunciation. The language they used was not a language in which intellectual learning could very easily be transmitted.

The British sociologist, Bernstein (1961, 1964), in comparing the language of lower-class adults to middle-class adults, describes the speech of lower class adults as a linguistic code that is suited to maintaining social relationships, but which is unsuited for sharing familiar experiences and opinions, for analysis and careful reasoning, for dealing with anything hypothetical and beyond the present, or for dealing with anything very complex.

From our own experiences with lower-class four-year-old children, some characteristics of American lower-class children's speech can be listed: the child omits articles, prepositions, conjunctions and short verbs from statements; he doesn't understand the function of not in a sentence; he can neither produce plural statements correctly nor perform the actions implied by them; he leaves the final consonants off words; he cannot use simple verb tenses correctly; he cannot use the pronoun it correctly; he mixes up the subject and object pronouns; and he does not understand the common prepositions and conjunctions.

These observations are much more than a list of common errors or a list of too frequently heard dialectisms. While a language encompassing these errors can serve adequately, and sometimes exceedingly well, as a social language, as a language for thinking, concept-learning and inquiry, this social language does not serve its bearer very well. The child who uses it speaks a collection of social conventions. He may or may not be fluent in this language, but in either case he does not possess a language that is a means of thinking about and expressing "figuring-out" kinds of problems and situations. To expect the young child to solve problems, to learn to read, to do arithmetic, to express himself or describe complex situations accurately, without first teaching him the language in which such operations can be carried on, is to create a situation in which the child is almost sure to fail.

In summary, the language the children bring to school with them has little similarity to that used in the public school, and it is not a language in which the learnings of the public school can easily take place. This is not because teachers can't understand or speak the language of the children, but is due to the nature of that langauge itself.

Educational Needs of Disadvantaged Children

Other people who were working with disadvantaged children were coming to similar conclusions. In their 1965 report on elementary schools, the Task Force of the National Council of Teachers of English studying the problems of the disadvantaged listed three general areas of deficiency: conceptual development; language facility; and self-concept. This report is based on observations of 60 different programs throughout the United States. The observers noted that oral language instruction in elementary classrooms took the form of such unstructured activities as class discussions, dramatics, puppetry and story-telling. They found that most of the elementary programs they visited were doing work in oral language, but comment:

> One of the most discouraging aspects of Task Force visits was, on the one hand, the acknowledgment by administrators and teachers of the severe language development problems of their students, and on the other hand the lack of any consistent effort to determine and solve these problems. Even the talking and discussing often were done more by the teacher than by the student (NCTE, 1965).

At the Bereiter-Engelmann project we have devised a vigorous program of carefully planned language instruction that employs a teaching method in which the child is given the opportunity for lots of teacher-monitored practice. It would seem only too obvious that deficiences in language facility would be remediated by an intensive language program. Our Stanford-Binet test results indicate that a strong language program also contributes to bringing about impressive changes in cognotive development as well. Teachers note the development of positive self-concept over the year as children who are in the program become proud and pleased with their ability to perform both in and out of the classroom the skills we teach. This teacher-observation is reinforced by the comments of the children's parents and the many visitors who have been to the program.

Educational Priorities in the Pre-School

Our children spend one of the two and a half hours they are in school in direct instruction--in language, in reading, and in arithmetic. The rest of the morning is spent on less structured activities--music, drawing, puzzles, writing, stories, and games. We do not include many traditional nursery school activities--outdoor play, doll corners, rest period, sand play, water play. Aside from a model barn and house, and lots of puzzles and books, we have no toys. We established a set of educational priorities to help us decide what to include in our program. It is not that we don't approve of doll play and sand play for children, but we decided that such activities are not as relevant to the particular and desperate needs of these children as are lessons in language, reading and arithmetic. Although we think adequate recreation and rest are important, we decided to eliminate outdoor play from our program because many of the out-of-school hours of our children are spent in outdoor play. We eliminated rest-time because we felt that rest-time in school is usually a very unrestful time. It was possible for the children to rest and play outdoors at home, but there was no possibility that they would be taught a school language at home.

We establish a heavy work orientation and demand long periods of concentration from the children because we feel that it is essential that they learn how to work, to concentrate and to become aware of the rewards and pleasures that will come to them by succeeding in school.

Language Teaching in the Pre-School

Our work has been with Negro and white English-speaking children, but a similar curriculum and methods were used with Spanish-speaking children in a study which is currently taking place at the Good Samaritan Center in San Antonio, Texas, (Nedler, 1967). Preliminary test results indicate that the Spanish language, the "Tex-Mex", of the children attending classes there is as much a social dialect to standard Spanish as is the dialect of a Mississippi Negro to standard middle-class American English. The implication of this is plain: even if these children were to attend a school conducted in their native tongue, Spanish, they would still have to learn school Spanish, in the same way English dialect speakers have to learn school English.

We approach the language curriculum as, in part, a course in a second language, but in addition to dealing with translation (that is, giving the child a different word for a concept already in his repetoire), we also teach new concepts and the language to express them. The translation is not the most difficult part; it is comparitively easy to teach a young child to say dog instead of daw, man instead of mah, big instead of bih, and even dog instead of parro, or big instead of grande. What is more difficult is the teaching of concepts the child does not know and the grammar that will relate and organize new and old concepts. Therefore, teaching him that a dog is also an animal as is a tiger and a mouse and an elephant, is much more difficult than teaching him to say dog instead of daw. By using a system of set language patterns, we are able to clearly and unambiguously demonstrate more complex language concepts.

We anticipate that the child will have two languages: a home language and a school language. We know we can teach him a school language because we hear him using it in school, but we have no illusions about his taking his school language home. For Spanish-speaking children, it is highly unlikely that any English language program would be transferred, in English, to the home. A carefully conceived parent program that involves language teaching could perhaps make some changes in the home language of English-speaking children. I am not convinced that this is a realistic or even an altogether desirable goal. One can teach a school language without conveying disapproval of the home language. Corrections are made in the framework of, "This is the way you say it when you are in school."

In our school and in the school in San Antonio each child receives 20 minutes of direct language instruction per day. The teacher sits in a circle with five children. She leads them in a fast alternating statement, question, and response pattern. The children quickly learn to speak rhythmically, and in unison. The teacher is able to detect most individual errors within the unison response, but she frequently alternates group responses with individual responses. The teacher changes tasks frequently and, by moving at a very fast pace, keeps the children working in a highly disciplined manner. Teaching tasks are broken into sub-tasks and these sub-tasks are sequenced into a logical order. A basic and simply presentational language is consistently used. Only when the children have mastered this skeleton language and have used it as a means of acquiring new concepts, are the statements and patterns changed and altered.

The core of the program is the statement, and the questions and answers that are implied by statements. The child must learn that statements have parts, and that by combining a set of words into a statement, he can accurately describe reality and that changes in statement can describe changes in reality.

Although the language program has been devised for four-year-old children, we recommend that any child at any age whose language is obviously different from that used in school, or who is having difficulties in reading, arithmetic, social studies or science, should be tested to see how he understands the language in which these skills and subjects are being taught. Remedial programs in reading and arithmetic frequently do not diagnose the primary cause of why the child is unable to learn, that is, he does not understand the language being used to teach reading or arithmetic.

The gains the children in our classes have made during the past three years and in the San Antonio class last year indicate to us that the careful choice of what to teach has made a difference. Our major goal has been to get children ready for public school, and the Stanford-Binet and Wide Range Achievement Test scores, as well as the first grade school achievement of our children, indicate to us that for most of the children this goal is being accomplished.*

Educational Priorities for All Children

If the aim of the school is to educate for success in school, then educators must set up a system of educational priorities. A large variety of programs and subjects are available to the modern school and each one has its proponents convinced that their program is vital to the welfare of every child. No one can doubt the value of programs in health and physical education, vocational and avocational guidance, art and music education, but given that the school day is short, the energies of teachers are limited, and the supply of funds not endless, not all of these programs and services can be used. We must pick from both traditional and modern curricula that which is most relevant and valuable to both the present and ultimate needs of the children.

---

* The test scores are available from the Bereiter-Engelmann Pre-School, Institute for Research on Exceptional Children, University of Illinois, Urbana, Illinois.

It is tempting to provide children with the activities we think they will enjoy, in part, because we think, with some justification, that their lives are so unenjoyable. We must remember that learning academic skills can be made enjoyable, and that the probability of a life that does not include their mastery being enjoyable is not very great. For example, let us examine the value of field trips. Field trips are often mentioned as a major part of any curriculum for disadvantaged children. At our project we feel that a few field trips, for example, a trip to the farm, are a meaningful addition to the children's knowledge. Even then, such a trip is not taken until the children learn the names of the animals from pictures. But we feel that most field trips take too much time. We would rather spend the morning learning about many different kinds of vehicles than taking the child for a ride on only one kind of vehicle. A favorite trip for pre-schools, kindergartens and elementary schools is to a soft-drink bottling plant. It would be possible to get a Ph.D. in almost any subject without ever having had the experience of watching a carbonated beverage being put into a bottle, but it would not be possible to even graduate from elementary school without knowing the difference between and and or. Taking a trip to a data-processing center to expand the vocational horizons of an adolescent does not make much sense unless he is simultaneously learning to read so that he can qualify for such a job.

It has been noted that disadvantaged children do not have a strong self-concept and one of the current remedies for this lack is to install full-length mirrors in the classroom. For the child to appreciate his own image in a mirror may lead to a narcissistic delight in himself, but what is ultimately important for his self-concept is that he acquire some competencies so that he will receive rewards and approval when he is away from the mirror.

It is important to remember that not only the present but the future emotional and social needs of the child can be very well met in a school which concentrates primarily on training for competence. A highly structured classroom in which lots of learning takes place can be a place of great pleasure and success for the children in it. Learning can bring success, and success is enjoyable. Competency not only earns praise and reward from the teacher, but from persons outside the classroom as well.

Adequate health and welfare services are important for every child, but when such are not available or not sufficient, children can still learn in school. Even though a child is dirty and somewhat hungry, and even though his background is highly disparate from the climate of the school, he can learn if the school is organized to meet his educational needs. A well thought out parent-education program can be very helpful, but it should also be remembered that the very best way to get parents involved in the education of their children is for the children to be enthusiastic about school and able to show off what they have learned in school. This is particularly important in families where child after child has failed in school.

Conclusion

In an address to the Task Force of the National Council of Teachers of English (1965), Bereiter chided the members of the Task Force for not realizing the full extent and importance of the language problems of disadvantaged children. He described the plight of the young disadvantaged child: he is one to two years retarded in langauge development and yet must enter a system where verbal abilities are the best single predictor of school success; school failure in the form of being retained, being put into a class for retarded children, or dropping out, is his expected fate. Bereiter says that in order to catch up, the disadvantaged child must progress at faster than a normal rate, and that educational programs for the disadvantaged must be selective in their goals. He concludes:

> If these facts are taken to heart, they give the whole problem of education for disadvantaged children a tremendous urgency. One is forced to recognize that time is against the disadvantaged child, one becomes impatient with any teacher who wastes that precious time (NCTE, 1965, 198).

For the migrant child the problem of time is doubly edged, for not only has he an enormous amount of catching up to do while in school, but he must do this while spending less time there than does a middle-class child. In order for us to develop methods and curricula for the migrant child while he is in school, we must simultaneously develop means and methods of getting him to school.

Once the child is in school, educators must, by the careful organization and expert teaching of subjects that have been selected as essential to his welfare and his future, educate him. The schools must begin with the child where he is, no matter what age he is, or what grade he is in, and in a logical and orderly progression of sequenced learnings that offer continuing opportunity for success and achievement, take him to where he must go. Where he will go depends in great part on what the schools are able to teach him.

References

Bereiter, C., & Engelmann, S. Teaching disadvantaged children in the preschool. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Bernstein, B. Elaborated and restricted codes; Their social origin and some consequences. American Anthropologist. 1964, 66, No.6, Part 2.

Bernstein, B. Social class and linguistic development. In A. H. Halsey, J. Floud, & C. A. Anderson (Eds), Education, economy and society. New York: Free Press of Glencoe, 1961.

National Council of Teachers of English. Language programs for the disadvantaged. Champaign, Ill.: National Council of Teachers of English, 1965.

Nedler, S. Interim report: Preschool program. San Antonio, Texas: Good Samaritan Center, 1967.

Osborn, J. Teaching a teaching language to disadvantaged children. Paper presented at the meeting of the Society for Research in Child Development, New York, 1967.

VIEWING LEARNING PROBLEMS OF THE MIGRANT CHILD FROM AN INSTRUCTIONAL PERSPECTIVE

Dr. Donald M. Miller
Instructional Research Laboratory
University of Wisconsin
Madison, Wisconsin

An important skill for any person responsible for teaching another individual is that of being able to facilitate learning with a minimum of difficulties, frustrations and errors which are not intrinsically part of the learning process. A teacher who is skillful in planning, stimulating and directing learning experiences proceeds in a way which prevents the occurrence of irrelevant problems and mistakes. An unskilled teacher on the other hand lacks proficiency in preventing learning problems and also often contributes additional difficulties for the learner by instructing in a manner which is inappropriately conceived and executed.

These observations suggest the theme of the following discussion which is that learning problems of migrant children are influenced to a significant extent by the way in which a teacher conceives, plans and executes instructional interactions with migrant children. The selection of this theme arises from considerations of the general subject of this conference, and a brief survey of available literature on educating migrant children. Sufficient literature exists for clear understanding of the life conditions and characteristics of migrants and their families (Allen, 1966; Moore, 1965; and Wright, 1965). Little knowledge, however, appears available which specifically helps in designing an educational strategy appropriately fitted to the unique characteristics of migrant children and their modes of behavior. The design of such a strategy is one of the major objectives of this conference. The intent of this discussion is to consider an approach to creating an instructional methodology suited to the behavioral characteristics and life situation of migrant children such that their learning problems will be minimized. An appropriate approach would facilitate the learning of migrant children while also preventing the occurrence of difficulties, frustrations and errors; an inappropriate approach would create many unnecessary learning problems.

An Instructional Perspective

Reports describing efforts to educate migrant children (Bradman and Kelley, 1963; Coles, 1965; Edwards, 1960; First, 1961; Frost, 1964; Haney, 1963; Sutton, 1962) describe a wide variety of problems ranging from the difficulties encountered in simply trying to enroll children to more complex tasks such as endeavoring to influence their aspirations and motivations. Several common and chronic problems concern the involvement and motivation of these children in on-going school programs or special summer schools. Financial need of the family often prevents a child from being enrolled even for a brief period of time. Some children are reluctantly allowed by their parents to attend but thereafter are rejected by their migrant peers. In the classroom the teacher and the migrant child face difficulties of communication for both speak and pronounce in ways strange to the other. If the teacher is able to assess a child's knowledge he will most likely find that it consists of immature skills in arithmetic, reading and writing along with a body of general knowledge consisting of a series of unrelated bits of information.

Efforts to create solutions to the school and learning problems of migrant children have struggled with two major limitations: one, the limited availability of resources, especially funds; and two, the nomadic pattern of weekly living uniquely characteristic of the migrant worker and his family. School administrators and teachers have despaired at the irregularity with which the migrant child attends classes, at the lack of records describing the child's previous educational experiences and at the hopelessness of achieving any continuity in the migrant students learning experiences even over a period of one month.

The challenge to this conference is, I believe, to further advance the educational provisions for migrant children by identifying concepts, knowledge, techniques, tools, equipment, or schemes which are needed to reduce learning problems of migrant children. By making this identification, a beginning will have been made on building an educational strategy appropriately suited to the behavioral characteristics and needs of migrant children.

One of the most attractive suggestions for making migrant education more effective, of undoubted attraction to educators, is that of arranging for the migrant child to stop his seasonal movements. By this arrangement the child could be involved in a regular, continuous series of school experiences during which time the teacher would become well acquainted with the child's needs and characteristics. Under such circumstances a teacher begins to feel comfortable about his responsibilities for he can expect to see the student each day, he knows which seat the student occupies, who the student talks with and the kind of progress in the student's work observable over several months.

Whatever we may believe to be the ultimate fate of the occupation of the migrant worker it appears (Moore, 1965) that a considerable number of these children will be migrating with their families for at least another decade. Under these circumstances the learning problems of migrant children are going to have to be solved as they move around. To make further reductions in the learning problems of migrant children educational strategies need to be developed which are mobile and flexible; strategies which are not fixed by a school building, classroom, schedules, and curriculum guides.

The key element in this view, or instructional perspective, is that migrant, peripatetic educational procedures and processes are needed which appropriately fit the characteristics and needs of migrant children and minimize their learning problems. Past and present strategies tend to assume that migrant children should be molded to education rather than education being molded to the children. This is a serious state of affairs for if "the medium is the message" (McLuhan, 1967) then educators are communicating to migrant children that learning is not for migrants!

The wish of some educators to stop the migrant children moving highlights the dependence of present educational processes and schemes on four circumstances:

1. The dependence of established educational practices on the school building as the center for all learning.
2. The dependence of established educational practices on knowing that the learner will be in the classroom tomorrow.
3. The dependence of established educational practices on curriculum units which require long time periods for completion.
4. The dependence of established educational practices on the expectation that if a student does not fulfill expectations today he will tomorrow so why change the expectation!

I do not think that we have fully apprehended the implications for educational practice of the migrant child's continuous traveling and changing of living quarters. Our present schemes of education center on the school building much as agricultural work was concentrated around the fuedal baron during the Dark Ages. The traditional school classroom dominates our views of teaching and learning and when a student fails to enter the school grounds we tend to assume his behavior will degenerate. Educational mechanism and managerial processes are so bound by brick and mortar that it is difficult to conceive of how a peripatetic student can learn in a systematic, progressive, manner. Perhaps nomadic education is wishful thinking in any organized sense, perhaps learning-on-the-run can only be an individual matter of the kind so well portrayed by John Steinbeck in Travel's With Charley. However, it is useful and productive of ideas to consider how the necessary instructional methodology could be developed for organizing modern peripatetic[*] education. Though the migrant child shares many characteristics in common with other disadvantaged groups the uniqueness of his nomadic existence should be a key consideration in designing educational strategies suited to his pattern of life and behaviors. To do this it seems to me we should assume:

1. That teaching and learning can occur in almost any situation and not just the school classroom;
2. That a teacher should be prepared for infrequent meetings with learners and not be supported by his physical presence each day;
3. That small, relatively minute units of subject-matter or skills should form the building blocks of a curriculum rather than relatively lengthy instructional units; and
4. That learning should be viewed as an event of the present and not something which occurs in the future.

---

[*] "... to walk up and down, discourse or teach while walking (as did Aristotle in the Lyceum in Athens)", Gove, 1963.

As I have considered these assumptions in the perspective of the comments stated above, my attention has become directed to three concepts pertinent to the development of an appropriate strategy for educating migrant children: one, the mode of teaching-learning interaction; two, the mobility and flexibility of instructional staff and materials; and three, the nature and demands on a teacher of educating under peripatetic conditions. Each of these concepts will be discussed with emphasis being placed on the notion of one-trial teaching as a possible key mode for performing teaching-learning interactions.

One-trial Teaching as an Instructional Mode

In the typical classroom of today the teacher may conceive, plan and execute instruction over extended periods of time with the security that 99 percent of his students will be in attendance each day. The mere regular, daily physical appearance of students is comforting for the teacher, but it is in some critical ways a comfort which is dangerous. Teachers begin to rely on repeated instructional efforts--they know there will be a next time. It is easy for the teacher to say to himself ..."If Heather doesn't learn it this time, she will after I have explained it two or three more times". For example, in a conventional class in handwriting a teacher (and I include myself) might look at a child's work and comment ...

> "That's fine Ricky, but you need to make the 's' taller, up to this line, so practice the 's' shape--I'll be back later to check your work".

Unfortunately it is so easy for the teacher not to return to the student, but to think that since Ricky will be in class tomorrow his work can be checked then. But tomorrow too frequently becomes several days during which time Ricky is without guidance and it is not surprising that his "s" shapes fail to improve. If, however, the teacher conceived the encounter with Ricky as the only one in which to teach Ricky the "s" shape, I believe the interaction between the teacher and Ricky would have been different.

The dangers of relying on future repetitions are well-illustrated by the importance which actors attach to the opening night of the play. On the first night it is essential for good performance that an actor conceives of the event as a "one-performance play". It is dangerous for him to think otherwise: if he says to himself for example, "It won't matter if I don't do everything as I should tonight, there is always tomorrow night", he is talking himself into a bad performance. It is essential for good acting performances that the actor consider "... every night as a first night" . This is the significance and essence of the concept of one-trial teaching. To assume that the student will be in class tomorrow leads to reduction in the quality of instruction and an increase in learning problems for the student. My point here is that with the migrant child it is dangerous to assume a second opportunity. It seems to me that if we conceive of an approach to instruction in terms of one-trial teaching the learning unit and teaching process will be characterized as:

1. That of occurring now--in the immediate present;
2. That it will be small, discrete and relatively self-contained unit of interaction;
3. That it will be basically non-cumulative, a small building block and not necessarily a link in a longer, cumulative, progressive sequence--although it should fit within a larger gestalt; and

---

* Private communication from Redmond Phillips, Actor.

4. That it will have a unity of intrinsic meaning of its own such that it will not be viewed solely as a microscopic piece of a carefully graded sequence of instructional experiences set forth in a curriculum guide.

One-trial teaching is a goal rather than a specific set of particular instructional techniques. Though repetition and re-teaching can be anticipated such procedures should be minimized and not assumed as routine. The critical importance of first-trial teaching and learning should not be eroded away by such anticipation.

There are many illustrations of one-trial teaching--in the home, on the playground, in the classroom. I was witness to an interesting example of one-trial teaching in Caracas, Venezuela, several weeks ago. This incident concerns the blackmail, bargaining-like game which boys on the street in Latin America often work on car drivers in order to gain money--a practice, so I've been told since, that is common and wide-spread. On this occasion my friend, Willard and I left a restaurant and climbed into the car. As Willard settled himself into the driver's seat, a boy of about 14 years ran towards us from some distance down the street. He was carrying a stick about about two feet in length at the end of which was a nail roughly about two inches long; in my ignorance I was puzzled--but not Willard. The boy leaned against the open window next to Willard and they engaged in rapid discussion in Spanish the essence of which is as follows:

> "I've been watching your car".
>
> "Oh," said Willard, "you've just run up the road so you couldn't have been here watching my car so that nothing could be stolen".
>
> "Oh yes I was" replied the boy, "I had to check on another car just down the road, but I've been watching your car all the time".

Willard continued to question the validity of the boy's statement with the boy insisting that he had been doing his guarding duty. Finally

Willard took some coins from his pocket and explained to the boy that he was going to pay him only 75 centimoses since the boy, though he claimed to be watching the car, had not been present when we entered the car. He told the boy he understood the price to be one bolivar but that since there was to him some doubt about the boy's effort at providing a good service he would only pay part of the fee.

The boy reluctantly accepted the amount offered and we drove away without the boy scratching the car with the nail in the end of the stick! Willard explained that he had intentionally endeavored to instruct the boy in the meaning of responsibility. He had felt that it was a "teachable moment" (Havighurst, 1953). His attempt was something of a risk because if the boy had been unduly annoyed or frustrated, the car and even Willard might have received some severe nail scratching. My friend tried to point out to the boy that if he was selling a service, then this service should be offered and performed with responsibility and that doubtful service could only be rewarded by less than the usual rate of reimbursement.

This incident lasted about four minutes and may be viewed as an illustration of one-trial teaching. The major features of one-trial teaching are:

1. That the teacher aims for complete learning of the student;
2. That the increment of learning intended by the teacher is small and a relatively discrete, self-contained unit with intrinsic meaning;
3. That the learning unit is an entity and is non-cumulative, not being merely a link in a longer cumulative chain of learnings that the teacher is striving for; and
4. That the teaching-learning interaction is a unity not just an incidental encounter in a carefully graded sequence.

This concept poses a challenge to teachers: What kinds of learning units can a teacher conceive, plan and execute (1) which the learner will have a very high chance of assimilating, (2) which will have intrinsic meaning for the learner, (3) which are brief in time (4 - 15 minutes), and (4) which are non-cumulative, not being part of a longer carefully graded, progressive sequence of teaching-learning experiences? Acceptance of this challenge leads to a radical review of the teacher's instructional curriculum.

A variety of developments and materials in instructional technology exemplify characteristics of one-trial teaching and learning. Examples include materials in new science curriculum projects, single-concept film loops in many subject-matter fields, and certain developments in the methodology of classroom instruction. For example, micro-teaching has been successfully used in teacher training. Cooper and Stround (1966) write that

> Micro-teaching is a scaled-down teaching encounter which has been developed at Stanford University to serve three purposes: (1) as preliminary experience and practice in teaching, (2) as a research vehicle to explore training effects under controlled conditions, and (3) as an in-service training instrument for experienced teachers. In micro-teaching the trainees are exposed to variables in classroom teaching without being overwhelmed by the complexity of the situation. They are required to teach brief lessons (5 to 25 minutes) in their teaching subject, to a small group of pupils (up to 5).

These Stanford experiments have been most successful in training teachers but the implications of micro-teaching for regular classroom practices have not yet been explored. In Wisconsin a recent project on multi-media programmed instruction for student groups in the classroom suggests some of the kinds of problems which might be encountered if teaching-learning interactions were conducted in accordance with the concepts of one-trial teaching and micro-teaching. This project work was aimed at developing brief programmed learning/multi-media units in ninth grade mathematics curriculum with the use of an Edex teaching machine (Miller, et al., 1966). The idea was to create short multi-media programs of about 10 - 15 minutes which, from the teacher's viewpoint, needed several kinds of visual presentations. After defining, illustrating and describing the kind of unit, the teacher was asked to review during a six-week summer her first semester curriculum and identify units of material for multi-media programming. This review was quite difficult for she was assessing her teaching plans in terms quite different from the usual and the teacher commented that it required her to do more curriculum review in six weeks than she had done in five years. The major problems seemed to center on getting the teacher to scale down her teaching units to a size which could be covered in 10 - 15 minutes with the expectation that 90 percent of the students would learn successfully!

An approach to teaching which illustrates the concept of one-trial teaching has been described by Sylvia Ashton-Warner in her book Teacher (1963). She describes what she calls the organic method of teaching spelling and vocabulary to Maori children in New Zealand. Her method emphasizes that words to be learned must have intense meaning for the child and that learning should be almost instantaneous, that words should be "one-look words". Each day she calls a child to her and asks the child what word he wants. The child's word might be bomb, tiger, drunk, knife, gorilla, sock, ghost, kiss, love, police, building, alligator or beer. The aim of Sylvia Ashton-Warner is to get the child to ask for words which have for him intense meaning, are a part of the child's dynamic life. The success of this procedure is suggested in the following extract:

> When I gave these words to Rangi--police, butcher, knife, kill, goat, hand, and fire engine--they proved themselves to be one-look words. Whereas he had spent four months on "come", "look", and "and", he spent four minutes on these.

How different this is from taking words from a graded list of spelling exercises designed as one year of work in spelling!

Mobility of Instructional Staff and Materials

So long as migrant workers continue to follow nomadic patterns of existence there are two distinct strategies possible for providing education to the migrant child:

Strategy A	would be to move education to and with the migrants
Strategy B	would be to continue present efforts to move migrant children to education

The arrangements needed for performing Strategy A would require some new forms of organization and administration. The essential feature would be moving a teacher or a nucleus instructional team with the migrants. One way of doing this would be to arrange for transportation of the teachers and their materials from place to place using at each location existing facilities. This arrangement would be similar to the operations of a traveling repertory theatre. An alternative arrangement would be to create moving classrooms which travel along with the teachers and migrants. Or, a modified version of the traveling teacher strategy would be to establish relay-like teaching teams, each team (with or without moving classrooms) would be responsible for migrant education in a particular region. When the migrant children moved outside the region they would be passed on to another traveling teaching team.

Strategy B refers to existing practices in which efforts are made to locate or arrange for migrant children to attend an existing educational facility. This arrangement could be improved by mechanisms for systematizing and coordinating their educational experiences. Among the mechanisms for doing this are transmittal of records and development of curricular and instructional packages (Sutton, 1962; Haney, 1963; Coles, 1965).

Recognizing the need for choosing between the two strategies is essential for making effective efforts to reduce the learning problems of migrant children. A clear choice exists between Strategy A and Strategy B in which a decision has to be based on philosophical, sociological and psychological issues within an objective assessment of the advantages and disadvantages. A critical, significant difference exists between the consequences of choosing Strategy A and choosing Strategy B. Both strategies have advantages and disadvantages. Strategy A is untested, requires the development of teachers, materials and operational procedures but promises to be more suited to the behavioral characteristics and needs of migrant children and their families, for schooling would not be determined by local norms, mores and rituals but by the migrants' own style and pattern of living and behaving. Strategy B maintains the focus on local neighborhood schools which are well-established within the local culture and are limited in their capacity for adjusting to the needs and behaviors of peripatetic strangers. On the other hand the weaknesses of this operation are known and can be quite clearly identified with some prospect of improving some of the conditions. A major weakness, however, is in improving communication and coordination among the teachers. Success in this kind of practice has been found possible only within schools and within instructional teams--and this on a limited basis. As stated in the opening comments this discussion is based on Strategy A in which the teacher or migrant teaching team moves to or with the workers. The success of Project Headstart has demonstrated the importance of teachers, program and materials being adapted to the students with the physical environment being a secondary consideration. The view was well expressed by Coles who wrote

> Mobile teaching units--I once worked on a mobile medical unit--can go to people quite afraid to ask for help, quite unaware that such help might be forthcoming. Schools can be established on the basis of the needs and lives of these people, rather than the habits and interests of the rest of us... It scarcely makes sense, for example, to expect people chronically on the move to respect the primary of the town school. On the contrary, regional networks of schools are badly needed, many of them mobile, all staffed by teachers specifically concerned with the customs and beliefs of the rural poor ... (1965, 89).

Most existing materials are bound and restricted by the classroom and the school curriculum. For a teacher or teaching team to be nomadic would require development of appropriate materials. The teachers would need materials which can be moved easily from place to place and the content focus of these materials would need to be flexible. As one way of exemplifying the problem, consider the moveability of the telephone technician, who in his well-equipped truck is quite self-contained and can move easily from place to place. By analogy the migrant teacher would need a truck equipped with tools for preparing a variety of materials and resources. The truck would be essentially the teacher's desk. To prepare a well-equipped teacher's truck would be challenging. Emphasis would probably need to be placed on equipping the teacher with tools for preparing instructional aids rather than on actual aids. For example, card matching tasks suited to particular geographical or botanical areas could be prepared with the use of a polaroid camera.

Instructing under these nomadic conditions would require specially trained teachers who could operate independently of any fixed, established curricula and materials. The teacher would need to be highly skilled in making learning aids himself and in directing students to make their own materials. Sylvia Ashton-Warner expressed the importance of this emphasis when she wrote "I burnt most of my infant-room materials on Friday. I say that the more material there is for a child, the less pull there is on his own resources". The materials for the nomadic teacher and the teaching truck would be designed in accordance with the concept of one-trial teaching described above. The general properties of these materials would be:

1. Each would aim at facilitating one-trial learning by the child;
2. Each would be discrete and self-contained;
3. Each would be independent of any formal, sequenced curriculum but would belong to a planned systematic pattern of teaching-learning experiences which could be carried out in any order; and
4. Each would be individual and not forming a step in a graded cumulative sequence of learning.

These materials would probably be similar in nature and design to those created by Maria Montessori who was concerned about spontaneous interest of children and ways of facilitating intrinsic motivation. Montessori placed great emphasis during the early years on a child's development of the sensory processes and so designed the teaching-learning materials accordingly. The essence of Montessori's approach has been succinctly stated by Hunt (1964):

> Montessori's contribution is especially interesting to me because she based her methods of teaching upon the spontaneous interest of children in learning, i.e., upon what I am calling "intrinsic motivation". Moreover she put great stress upon teachers observing the

> children under their care to discover what kinds of things foster their individual interests and growth. Furthermore, she put great stress on the training of what she called sensory processes, but what we might more appropriately call information processes today... It was Montessori's concern to observe carefully what interested a child that led her to discover a wide variety of materials in which she found children showing strong spontaneous interest.

Such an approach would seem appropriate here for many of the learning problems of migrant children probably involve deprivation of early sensory experiences. The key goal would be for the teacher to mold the teaching-learning materials, procedures, and content to the character of the migrant child's behavioral patterns and unconventional ways of learning.

Peripatetic Teaching

The key to successful experimentation with the ideas described above is the teacher or teachers in migrant teaching teams. The character of instructing under these circumstances might be described as peripatetic teaching--peripatetic meaning "of or relating to walking or moving from place to place: performed or performing while moving about" (Gove, 1963).

Such a teacher would not work according to usual routines but would need to approach the task as a sophisticated problem solver, a creator of teaching-learning situations, highly skilled in one-trial teaching, and in recognizing teachable moments. The teacher would be geographically peripatetic and also skilled in moving hither and thither in curriculum content. Some of the demands would be:

1. Working without a formalized curriculum sequence;
2. Willing to work with disconnected pieces of jigsaw puzzle yet capable of navigating despite such haphazardness;

3. Sensitivity to judging the capability of a migrant child for learning in the next 30 minutes not in estimating his theoretical learning capacity;
4. Ability to estimate immediately the kinds and degrees of previous learning experiences of the migrant child and thereby to estimate possible next learnings the child might acquire;
5. Tolerantly working without the help of conventional facilities, routines, procedures, and materials;
6. Ability to be able, with appropriate tools, to produce his own teaching-learning materials and guide the children in producing their own; and
7. Ability to teach on his feet and not via routines and rituals.

It is not possible for a teacher or anyone to become suddenly capable of these skills. Special training and experiences would be required and the necessary tools and resources would need to be assembled. The success of the Peace Corps Volunteers overseas does indicate that when a person is properly prepared teaching-learning can occur successfully under quite bizarre circumstances. In essence, peripatetic teaching would require the person to work in the immediate present with what resources were available. A well-formed, flexible concept of teaching and learning would be essential. In some ways this was the kind of challenge which stimulated Maria Montessori to develop new instructional equipment, materials and classroom practices. Hunt (1964) has summarized the character of the challenge in writing:

> I would now guess that the cutting edge of psychological development resides chiefly in the individual's attention and intention or plan. If a teacher can discern what a child is trying to do in his informational interaction with the environment, and if that teacher can have on hand materials relevant to that intention, if he can impose a relevant challenge with which the child can cope, supply a relevant model for imitation, or pose a relevant question that the child can answer, that teacher can call forth the kind of accommodative chance that constitutes psychological development or growth. This sort of thing was apparently the genius of Maria Montessori.

Teaching in a peripatetic manner is perhaps not as unusual as it may at first seem. As a general method of instructing it is often the style used by parents with their children. Parents have aspirations and images of how they would like their children to behave but cannot or do not work at this in a routine, systematic, tightly coordinated manner such as do established practices of schooling. Rather parents endeavor to train their children as opportunities arise and many are most amazed when one-trial teaching and learning does not occur--hence a parent might be heard to say, "I told Bill not to do that, does he have to be told a second time!"

The concept of peripatetic teaching expressed in this discussion should not, however, be equaled with the teaching practices of parents though certain characteristics may be discerned as common to both. As one approach to aiding the educating of migrant children, teaching in a peripatetic manner needs to be systematized and supported by appropriate materials and equipment as described in the previous section. To be useful as an instructional practice teachers would need to be prepared and trained, for just as an untrained musician cannot be successful at improvisation as a musical method, so an unskilled teacher could not succeed in teaching peripatetically.

Summary

The above discussion has endeavored to characterize the learning problems of the migrant child as being highly influenced by the mechanisms used for providing educational experiences, by the nature of the teaching-learning materials and by the mode of instruction used by the teacher. It appears to me that present and past efforts of migrant education have required that the migrant child move to and conform with conventional, established routines and rituals of local schools. The failure of education in moving and adapting to the behavioral characteristics of the migrant child has been, I think, a prime source of his learning problems.

The concept of one-trial teaching has been outlined as an example of an approach which together with a peripatetic teaching style might be successful and suited to the life circumstances of migrant children. Many facets of these ideas have not been discussed such as the practice and application which needs to follow a one-trial learning experience. Nor have the administrative and organizational implications of these ideas been given any attention. Nor has attention been given to the specific nature of objectives and curriculum--for example, is the objective to educate the migrant child so he can be a better migrant worker or to train the migrant child in skills and competencies which prepare him for other occupations. Whatever the objectives or curriculum might be, the migrant child has a right to effective education which facilitates his further growth and development provided in ways that recognize his background of experiences and level of nature. An educational program inappropriate for and frustrating to the migrant child's behavioral repertorie and capabilities will increase his learning problems rather than reduce them.

References

Allen, S. The ground is our table. New York: Doubleday, 1966.

Ashton-Warner, S. Teacher. New York: Simon and Schuster, 1963.

Bradman, M., & Kelley, K. C. Summertime and the learning wasn't easy. New York State Education, 1963, 50 (7), 20-22.

Coles, R. What migrant farm children learn. Saturday Review, 1965, 48, 73-74 and 88-89.

Cooper, J. M., & Stround, T. The Stanford summer micro-teaching clinic, 1966. Stanford: School of Education, Stanford University, 1966.

Edwards, E. P. The children of migratory agricultural workers in the public elementary schools of the United States: Needs and proposals in the area of curriculum. Harvard Educational Review, 1960, 30 (1), 15-52.

First, J. M. The educationally deprived. Michigan Education Journal, 1961, 39, 194-199.

Frost, J. L. School and the migrant child. Childhood Education, 1964, 41, 129-32.

Gove, P. B. Webster's third new international dictionary. Springfield, Mass.: G. & C. Merrian, 1963.

Haney, G. E. Problems and trends in migrant education. School Life, 1963, 45 (9), 5-9.

Havighurst, R. J. Human development and education. New York: Longmans, 1953.

Hunt, J. McVicker. Introduction to The Montessori Method. New York: Schocken Brooks, 1964.

Hunt, J. McVicker. The psychological basis for using pre-school enrichment as an antidote for cultural deprivation. Merrill-Palmer Quarterly, 1964, 10 (3), 209-248.

McLuhan, M. The medium is the message. New York: Bantam, 1967.

Miller, D. M. Multimedia Instructional Programs in Mathematics: Demonstration and Experimentation (et al.) U.S.O.E. - NDEA Title VII Final Report, June, 1966.

Moore, T. The slaves we rent. New York: Random House, 1965.

Nash, R. C. (Ed.) Rural youth in a changing environment. Washington, D.C.: National Committee for Children and Youth, 1965.

Sutton, E. Wider but not deeper. Childhood Education, 1962, 39, 71-74.

Wright, D. They harvest despair. Boston: Beacon Press, 1965.

EDUCATIONAL SYSTEM PLANNING FOR MIGRANT CHILDREN

Dr. Clark C. Abt
Abt Associates Inc.
Cambridge, Massachusetts

Every year, while most of the nation's children are finishing their spring term or starting their fall term in school, thousands of other children make the long trip North and then in the fall South again--without instruction, with little health care and often in physical hardship, accompanying their parents, the migrant agricultural laborers. Many of these children are and probably will remain illiterate. Very few are able to gain enough education to give them even a fighting chance to break out of the annual cycle of grinding work in primitive conditions for a few hundred dollars a season.

The mobility and uncertainty of movement of the migrants, and the irrelevance of conventional school to their needs, makes education planning for their children very difficult. The prospect of an increasing population of impoverished and uneducated rural youth that will lead their lives in rural poverty, or transfer it to urban poverty, makes some kind of active planning for their education essential.

What should be the purposes of educating migrant children? The conventional purposes of our public education are generally agreed to be socialization, citizenship, culture, and economic productivity. The strong relationship between education and economic productivity has recently been re-emphasized by the resident education program of the Job Corps.

While the culture of the migrant farm laborers is yet too little understood, we cannot assume that there is no or inadequate socialization, citizenship and culture. What is clear at even this stage of understanding is that education for economic productivity is inadequate. The swelling ranks of impoverished recently urbanized rural migrants in the cities testify to this, as well as the pitifully backward living conditions of those migrants continuing in agricultural labor.

Let us assume that many if not most migrant farm workers wish something better for their children than the current miserable life. The educational aim on which both migrant parents and benevolent social consciences can agree then is to increase the potential earning power of the youths to the point where they can find stable self-supporting employment in the cities and towns. This economic objective may and often does conflict with the exploitive aims of large farmers who depend on migrants for cheap labor.

Thus it is probably unrealistic to expect local farming communities using migrant labor to make more than token attempts to educate migrant children, to the point where they can cease being migrant laborers because of better opportunities elsewhere. Thus state and Federal governments will have to provide the needed education because their social and economic interests do coincide with those of the migrants.

It might be argued by some that if Federal and State-supported special education for migrant children leads to their leaving this population for more rewarding pursuits, then such a policy only punishes the agricultural industry. I do not believe so. The opportunity for other vocations through better education would need not draw away the migrant labor,* provided wages and living conditions are substantially improved. The costs of such improvements should not and cannot be borne by the agricultural industry alone--much of the costs will have to be passed on to the consumer in the form of higher prices for agricultural products. This seems perfectly acceptable. At this time, an unjustly deprived population of agricultural migrant laborers and their children are paying in misery and despair for the low prices of the consumers' fruits and vegetables. I believe that most consumers, if given a chance to see the miserable conditions of the migrants, would agree to spending a few dollars more every year for their fruits and vegetables to permit a decent life for the migrants.

---

* Some technological innovations may reduce farm labor demand, but for picking this may be a long process.

Given that the major aim of education for migrant children is to enable them to find other, more rewarding employment, and given that this is sufficiently against local interests to largely eliminate special locally supported education, what can be done?

Migrant mobility poses a special problem that cannot be solved by such fixed Federal public boarding schools as the Job Corps' for the younger children. What is needed is some form of mobile school that moves with the migrant stream and permits relatively regular school attendance by migrant children--even if the classroom has to be a moving bus or trailer. This would permit a relatively normal school day for the children and enable them to spend their evenings with their families.

A cheaper alternative would be mobile teachers without classrooms, that would hold classes during the evenings in the migrants' camp, but this has the cost of reducing family solidarity. Mothers might understandably resist giving their children to the school during the few hours between returning from the fields and exhausted sleep during which they can be with their children.

Two-ton trucks of commonly available designs could be modified to serve as mobile classrooms for perhaps ten students. Economies of scale might be achieved by using trailer trucks. Such classroom trucks could be dispatched by radio on a daily basis to maintain contact with migrants, even when they are moving. Migrant parents could be attracted to leaving their children in such mobile schools because of the 'free' babysitting and other services that might be offered to parents too, such as health care, adult education and entertainment, and occasional light meals. The details of the logistics would depend on the particular movement patterns of the migrant groups concerned, but there seems to be little doubt that such mobile schools are not only feasible, but probably not more expensive than fixed facilities.

The other major question, now that physical access to school has been made possible, is that of the curriculum--the curriculum that will lead to more economic security for the children of migrants than ever experienced by their parents.

In the contemporary and, a fortiori, the future job market, a high school certificate is essential. General Educational Development (GED) or high school equivalency certificates are available on the basis of examinations for those who have not finished high school. Fundamental to both success in this examination and to success in obtaining *any* upwardly mobile sub-professional white collar job is proficiency in middle-class American English.

The pervasiveness of the language skill requirement as *the* instrumental capability needed to succeed in the other basic subjects of mathematics, science, and social studies has been indicated by recent longitudinal studies of patterns of subject grade failure in elementary and high school populations (Fitzsimmons, 1966; Abt, 1967). These findings help to confirm the widely held belief that early failure in language skills is highly correlated with later failure in the other subjects, and early success in language skills is highly correlated with later success in at least some of the other basic subjects.

The teaching of language skills to migrant children is often particularly difficult when conventional methods are used. These methods rely on the transition by sound-symbol association from the child's natural spoken language to the reading of the printed language. Unfortunately most Mexican-American and Negro Migrant children--and these constitute the majority of the migrant population--do not speak middle-class conventional English as their natural, native language. They speak Spanish or the Southern rural dialect, respectively. To best teach reading and writing to these children, they must be taught how to listen, discriminate, and speak in English first--in short, they must be taught English as a second, at least partly non-native language.

The teaching of accurate listening to and speaking of English might be accelerated by the active participation of parents in the process. Learning a spoken language is an influence process that depends for its speed at least in part on the amount and intensity of exposure. To increase the duration and intensity (or intimacy) of exposure beyond what can be achieved by four or five hours in the classroom, school hours must be lenghtened and classes reduced in size or mixed with native English speakers, or conventional spoken English must somehow be introduced into the non-school, home and play hours of the children.

The lenghtening of the school day for migrant children is desirable, but at some point is constrained by practical limitations. Migrant school integration with local native conventional English speaking children is of limited feasibility due to the timing conflict--children from fixed schools are on vacation in the summer months when migrant children can best be reached for school--to say nothing of local social inhibitions. Thus teaching the entire migrant family spoken English appears desirable to extend exposure and speed learning of it by the children.

How could this be done? Teachers going to families would be inefficient. Families spending their evenings in classes present formidable motivational problems. Perhaps some form of deputized teaching aides from the older school children could be organized to make the family rounds in the evenings. (The Homework Helper program has been a success in New York City. The high school students tutoring elementary school children showed even greater achievement gains than the receivers of instruction). Probably some combination of all these measures is needed to extend exposure to correctly spoken English.

Another supportive possibility is the provision of public community television sets in migrant camps, perhaps supplied by the same mobile units providing classrooms during the day. In the San Juan, Puerto Rico slum of Esmerelda there is a public TV set in a small square that is very well patronized by the poor who cannot afford their own sets. These public TV presentations could readily be programmed with a mixture of standard entertainment programs and educational programs, all of which would pleasantly increase exposure to conventional spoken English.

The curriculum of the mobile schools, while always emphasizing spoken English as the basic skill, should exercise this by explicitly teaching listening and speaking English. The conventional English terms and expressions should be explicitly contrasted with and mimicked by the students, much as in any foreign language class.

An interesting alternative way of English language skills instruction would be to teach the native Spanish-speaking children to read and write in Spanish before teaching them either spoken or written English. This policy would conflict with many state laws at present, but might be worth trying in addition to English teaching as a way of meeting legal requirements for teaching English.

The substantive contents of the conventional secondary mathematics, science and social studies curricula need to be taught in a new way to migrant children, in order to maximize their interest, their language skills development, and their academic gains leading to high school equivalency certification. Interesting content exercised orally and in reading and writing must carry the freight of language skills development, rather than formal sentence parsing and grammar drills.

It may be taken as axiomatic that most migrant children lack the middle class schoolwork ethic that would cause them to learn material just because it is presented in school, even if lacking in perceived relevance to their own interests. Thus if the material taught is to hold the attention of migrant students, it must appear to them as relevant to their own interests.

What are these interests? Too little is known of these interests, and surveys are urgently needed. Until such interest survey data is available, some indication of such interests may be cautiously extrapolated from a recent survey of reading interests in the student population of Job Corps centers conducted by the author and his associates. Broadly summarized, the disadvantaged urban and rural 16- to 21-year old men preferred sports, sex, and science topics. The young women in this population preferred home-making, social history and biography, and romance and sex topics. The sample of some 200 Job Corps men and women included a considerable percentage of youth from rural areas, most of whom probably share common interests with much of the migrant student population. If one were selecting high saliency topics shared by both sexes in this population, leading the list would be sex and biographies of major contemporary male and female role models.

Any cursory review of the contents of current high school materials shows relatively little emphasis on topics strongly related to these interests--topics such as social and interpersonal conflict, life styles of contemporary role models, and information clearly pertinent to imminent job and mate choice decisions of migrant youth.

A highly relevant and highly motivating high school curriculum for disadvantaged migrant youth should be developed. It should be topically rather than disciplinarily organized, so that for example the phenomena of birth and growth are studied in mathematics as multiplication and exponential expansion; in science as the reproductive process in plants, animals, and humans; in social studies as the generation and evolution of social systems and governments.

The gap between what the migrant youth already know from their own experience, and what they must learn to succeed beyond their parents must be systematically reduced to a series of links that will

γ

always allow them to "see the connection" to their own interests. This means that study topics must build on present student experiential knowledge, not on what one wishes they already knew. Thus problems should be selected from the specific culture of the migrant farm worker himself--literature from Steinbeck and Caldwell, science and math from agricultural processes, social studies from the economics and sociology of migrant labor.

The other major requirement for the motivation of migrant youth toward academic achievement is that students be actively involved in problem solving and decision making, rather than passively listening to lectures. Much recent research suggests that learning is inversely related to teaching, that the more the students talk and the less the teacher talks, the more the student learns.

This means that no class should pass without each student having himself decided questions, negotiated issues, presented problems. In concrete terms this requires small group problem-solving simulations, communications-exercising role plays, and realistic analytical games in the classrooms--with a minimum of lectures, homework, and rote recitation.

A way of facilitating the achievement of all of the above desirable migrant education system characteristics of school mobility, migrant culture and family involvement, and perceived relevance is to develop a cadre of teaching aides from among migrant youths.

Migrant teaching aides would move with the population, be intimately familiar with migrant youth interests, and be themselves stimulated in their own academic achievements by the instruction and curriculum development tasks they carry out.

In summary, the following recommendations are made for the improvement of migrant education:

1. Mobile truck or bus-mounted schools moving with the migrant population.

2. Provision of mobile public educational and entertainment TV facilities on these vehicles for maximizing evening education by family groups.

3. Development of a cadre of instructional aides from among the more mature and ambitious migrant youth population.

4. Development of a new migrant-specific elementary and secondary school interdisciplinary curriculum based on topical interests of the migrant youth as determined by surveys.

5. Application of high involvement, participant peer learning instruction techniques of small group reality simulation games and role plays.

6. Specific escalation of education objectives for migrant youth to high school equivalency and entry into non-agricultural, upward-mobile and well-paying vocations.

7. Organization of and financial support for the migrant education improvement from state and federal, rather than local sources.

Possible Relevance of Educational Games for Migrant Children *

Educational simulation games are particularly effective with disadvantaged groups for the following reasons:

1. Active Learning

Disadvantaged young people have often had unsatisfactory or unpleasant experiences in their formal classroom education. They tend to react by withdrawal or apathy. Games supply a satisfying social experience for the student, and require the active participation of the player, whose interests and motivations are stimulated by the new experience. Active response makes for an improved teaching situation--the teacher is in a position to answer the student, to strengthen his responses, and to offer modifications. Only when a student responds can the teacher accurately assess his performance.

2. Immediate Reinforcement

In their everyday lives, disadvantaged young people are seldom rewarded for effective analysis and decision-making. Game learning provides an immediate reward to the individual who makes a correct decision, while the student who fails to do so knows his mistake at once, and can correct his error. By following the principle of immediate reinforcement of learning, educational games promote maximal learning efficiency.

3. Self-Development

The cultural environment of underprivileged areas often fosters authoritarian personality traits and poor impulse control. Playing an educational game will not change a child's personality, but games do stress rational decision-making, the understanding of cause-effect relationships, and the rewards of self-restraint.

4. Role Playing

Through the mechanism of role playing and the introduction of a simulated environment, games broaden the narrow horizons of culturally deprived children, making them aware of circumstances and relationships outside their personal experience.

---

* Editor's note: On the final day of the Conference, migrant children played educational games as a demonstration exercise for Conference participants.

5. Versatility

Because they can be adjusted to any level of initial and subsequent complexity, games can be tailored to the particular level of intelligence or aptitude of the group in question. The scenario of a game can be made relevant to the background and interests of culturally deprived young people (as of any other group) and the playing will therefore seem important to them; this is often not the case with more traditional methods of instruction.

6. Attention Span

Children become involved in game situations and concentrate on them for extended periods; this helps to overcome the problems caused by the short attention span characteristic of culturally deprived children.

7. Communication

Individuals who are normally extremely shy and withdrawn in face-to-face situations, for whatever reasons, may become surprisingly active and communicative within the structure of a game. This may be because all those involved are playing roles and therefore normal relationships are suspended--risk-taking and the possibility of losing face are accepted because ultimately "It's only a game."

8. Time Perspective

A game greatly accelerates the sequence of activities being simulated by compressing time. It then becomes possible to convey concepts of time perspective and the payoffs between present and future "gratifications", which are typically not appreciated among people of disadvantaged backgrounds.

9. Abstract Ideas

On a broader level it is generally true that abstract ideas can be conveyed concretely by means of games. The mere use of symbols in setting the scenario and distributing resources to the players accustoms them to abstraction and symbolic representation.

10. Auto-Instruction

Games are self-teaching; the players learn from their own experience and that of other players within the game. It is most important that this game experience be related by a teacher or instructor to a wider framework, but to the extent that the game itself is self-playing and self-contained, it requires no more teacher effort than the same length of time spent on expository teaching.

11. Teacher's Role

The teacher's role in a game is not one of dominance over the class, but rather that of an arbitrator and explainer, or conceivably a player. This can assist in breaking down the negative attitude toward the teacher which often exists among culturally deprived children, by putting the teacher-student relationship on a new footing.

12. Familiarity

Role-playing and competitive behavior in game situations are part of the normal experience of almost all young people; they provide a familiar vehicle in which to introduce ideas and information which are entirely new to disadvantaged young people.

13. Discipline

Even the most rebellious students in the normal classroom atmosphere seem to accept without question the rules of a game, so that there is little problem with discipline.

14. Testing Value

Since games can be non-culturally specific, they may prove to be useful in assessing ability levels. We have observed children responding "intelligently" in such contingencies as planning a game's strategy. These same children had done poorly in I.Q. tests relying on verbal skills and positive attitude toward the testing procedures. Such observations suggest that games may prove to be an ability-measuring device, and this potential value for educational testing bears further study.

Boston South End Youth Training and Employment Center

The following two reports were prepared by staff members of Abt Associates Inc. after game sessions at the South End Center.

A. On August 10 a version of the game ADVENTURING was played by ten girls and a boy aged between 11 and 16 at the Boston South End Youth Training and Employment Center. The game is in fact being developed as part of a high school (8th - 10th grade) curriculum unit dealing with the English Civil War period. In introducing it to the group at the Center we were concerned not so much with teaching about the historical period as with assessing the group's reaction to a highly structured and complex game situation.

The game follows the fortunes of three families of different social class over a fifty year period; the action consists of the players (representing family members) making decisions between available occupations, locations and on marriages. With each choice a chance card is turned up, which presents the outcome of the decision in the form of a short (historically accurate) paragraph to be read out to the other players. Associated with each outcome is a statement of its money with--a positive or negative amount--which the player claims from or pays to the "Bank". The game is scored in terms of both wealth and social points gained from marriages into families of higher social class.

Although outcomes are decided by chance, the players have to make the initial decisions in each case, and they maintain for each family a geneological record in the form of a peg-board on which births, marriages and deaths are represented. The players interact with each other in arranging marriages, and they become aware that certain occupational choices involve more hazards and greater potential rewards than others; but bargaining and calculation are not crucial in the sense that success in the game depends heavily upon them.

A trial move was run through, with an adult answering any questions that arose and explaining various aspects of the move. The players quickly grasped the processes of the game and adopted their roles very willingly once the initial shyness had worn off. The players became deeply involved in the fates of their family members, and obviously gained a great deal of pleasure from the brief descriptions of adventures in distant lands--adventures which they perceived as happening to themselves.

All the girls were intrigued by the process of arranging marriages. Although in other respects they found role-playing of men's activities easy, in arranging marriages it seemed most difficult for a girl to play the man's side, presumably because the subject is too familiar for them to break away from their preconceptions. They had no problem in maintaining the geneological chart for each family, except in the case of one barely literate eleven-year old girl, and even she managed to keep up and did not seem embarrassed by her difficulty.

The response to questions at the end of the session showed that the players had learned something about English history, though how lasting this will be without reinforcement is uncertain. It is apparent from this session that passive-type game situations, where the players' success depends as much on luck as on decision-making, can provide the framework for a learning process even with children lacking any preparation in the game's subject matter. It was also demonstrated that the attention of young people can be held for an extended period provided that they are involved. The players felt themselves to be experiencing the adventures recounted, and they enjoyed the experience very much. They were reluctant to end the game, and all wished to play again.

B. On Tuesday, August 17, a group of ten girls was present, ranging from 10 to 14 years old. A version of MANCHESTER was played: the game is being developed for use in history and social studies syllabus for 10th to 12th grade high school students, and deals with decision making and bargaining for wages, rents, land purchases and so on in an English city and a nearby village in the late Eighteenth Century. Our objective in introducing the game to the South End Center group was not to try to teach them about the Industrial Revolution, but to observe their reaction to a sophisticated educational game involving interactions between a number of players and a high degree of "active" participation (i.e., actual calculation and decision making rather than "passive" acceptance of chance situations).

Most of the girls had played (and very much enjoyed) the game ADVENTURING on the previous Tuesday, but apart from this experience had no knowledge of educational games and no preparation at all for MANCHESTER (which was the first highly structured "active" game they had played).

The game involves a game board on which the city and the village are represented, and nine roles: Squire (played here by two people), 2 Farmers, 2 Millowners, and 4 Laborers. The game was introduced very briefly and role assignments were made on the basis of where people happened to sit around the board. No rule-sheets were handed out, but it was quickly explained to each player what he could do in the game (e.g., for Millowners, hire Labor, buy machines and thereby produce cloth; or for the Laborers, bargain for wages to work in either the city or the village)--the game objective for all players being to maximize their wealth.

A "trial move" of bargaining and production decisions was run through, with two adults helping each player in turn. The girls quickly lost their shyness and entered fully into the bargaining process, becoming quite deeply involved in the game. The production decisions were rarely economically rational, but it was interesting to observe that there nevertheless developed within the game a movement of Laborers away from the village to the city--one of the historical features the game was designed to illustrate.

The game was played for about an hour and a half. By that time all the players had a grasp of what was going on. At the end of the game the players counted up their wealth and a short "debriefing" was held: players were asked what they had liked or disliked in the game, which role they would prefer to play in, and so on. The responses were not as animated as had been behavior during the game, but a few interesting points did emerge.

1. Several girls had apparently learned for the first time about the cost of borrowing money (interest) through observing the transactions between the Millowners and the Squire (who is endowed with a large amount of capital). They were unexpectedly intrigued by this aspect of the game, partly no doubt owing to the strong personality of one of the girls playing the role of Squire.

2. Probably for this reason, all who responded chose the Squire's role as their first choice for a hypothetical future game, except the two Farmers who wished to play that role again.

3. They liked the excitement of making and then losing money, but were sometimes confused by some of the calculation necessary.

4. Asked to say how the game was realistic, one girl suggested that it was hard to make a lot of money; as an example of its unreality, someone remarked that "In real life you have to wait longer to get a job."

5. Most of the players wanted to play the game again.

The players obviously could not identify with their roles in the same way as high school students who have been learning about the social and economic conditions of the historical period. It is also clear that without adequate preparation of the players, the version of the game used involved too many calculations in the beginning. The girls (or at least many of them) were perfectly capable of making the necessary calculations, but were confused by too many new things at once. The game would be improved by starting with most of the conditions fixed, and then gradually introducing the variables and the necessary calculations. The players themselves should be encouraged to think of realistic variables and work out their own methods of dealing with them.

Despite these flaws, the game apparently did engage the players' attention successfully. They learned something about an important abstract concept, the cost involved in shifting consumption over time from the future to the present. They enjoyed the bargaining aspect of the game in particular, and quickly became involved in the process. We know for certain that the bargaining process can provide a workable "basic action" for active-participation games designed for children of this age group and background.

References

Abt, C. C. Design for an elementary and secondary education cost-effectiveness model. Cambridge, Mass.: Abt Associates, 1967.

Fitzsimmons, S. J. et al. A study of longitudinal patterns of failure among high school drop-outs and poorly performing graduates. Cambridge, Mass.: Abt Associates, 1966.

MODERN TECHNOLOGY IN THE EDUCATION
OF MIGRANT CHILDREN

Dr. Leslie D. McLean
The Ontario Institute for Studies in Education
Toronto, Canada

Before beginning, I would like to express my admiration for Bucknell University in sponsoring this Conference on such an important and neglected area, and to extend my congratulations to Dr. Goodwin for organizing it so competently. I am pleased and flattered to be invited to meet and discuss issues with the interesting and capable group here assembled.

I feel compelled to begin by stating some of my biases in order to provide a context for my remarks, so I will mention some issues I feel are important even though these may overlap some of the other speakers. Next I will describe some technological developments which may be of some import[illegible]e to education. The rest of the paper will be devoted to a proposal for some action which will provide examples of what I have to say.

The Disadvantaged

In some real and important ways, children of migrant workers are like disadvantaged children everywhere. The children of the ghettos in our central cities, the Indians in remote areas and the migrants all have common disabilities which make it almost impossible for them to succeed in our schools as the schools are presently constituted. The personal characteristics of these children might change and their appearance might be different, but their performance in school, if ever they do get there, is distressingly familiar. Their language development is at a very low level, they can neither speak well nor understand simple sentences, and they fail at that most important of activities, reading. They have almost as much trouble with arithmetic and many of them never learn to write. I do not mention these difficulties because they are not familiar to all of you, but because I wish to argue that they require direct and specific remedial actions. About the only thing we have learned in the past few years about teaching disadvantaged youngsters is that it is not nearly enough to provide them with as good, or perhaps slightly superior, education as it is given to advantaged children. The environment in which the youngsters have grown up until the time they come to the attention of school authorities has been lacking in enough important ways that if the children are to succeed, we must devise efficient and accelerated programs to make up for their disabilities.

We don't lack for advice as to how to help disadvantaged children, and I don't plan to add to that advice. In fact, I would like to raise some questions about the materials handed out in preparation for this Conference.* For example, under "Educational Needs of the Migrant Child" one could hardly disagree with the last sentence under point one, "There is an acute need for an educational program which can deal effectively with the emotional-social needs of these children." But what sort of program? Let's read on.

In point two we read that they need health and welfare services related to educational processes. I would agree wholeheartedly that health and welfare services are necessary, but I think to class these as educational needs is to tempt us away from the problems we, as educators, are uniquely charged with. Psychological services are said to be required to deal with learning blocks caused by physical and emotional defects and conditions attributable to the economic and social predicament of the migrant child. In fact, most psychological services are incapable of dealing with most learning blocks. The results of tests are very discouraging. Let's come back to that point later.

---

*Editor's note: Dr. McLean here makes reference to a two-page mimeographed paper entitled "Educational Needs of the Migrant Child", prepared and distributed by the Pennsylvania Department of Public Instruction.

Passing to point four we read, "The curriculum should be designed to provide opportunities for children to experience success, to be aware of their needs and strengths, and to instil faith and confidence for appreciating their capacity to learn and succeed." And then we come to a specific bit of advice: "Cultural development projects, i.e. field trips, art fairs, musical programs, dramatic productions, etc. should be a major part of the program." Let me assert very strongly, ladies and gentlemen, that we haven't time for the cultural development projects until we have taught these children to speak and to read and to do basic arithmetic. Yes, they should experience success and be aware of their needs and strengths, but dramatics and music are no substitute for clear speech and an adequate vocabulary when it comes to holding one's own in school. They need to be able to understand what the teacher is saying to them and to understand the questions the teacher is going to ask them. They need to be able to read simple material and to do the calculations society requires of us. It is attractive and tempting to imagine happy pupils learning language skills via dramatics, but with many kids this is just a waste of time.

These children are disadvantaged; they are disadvantaged by many things; they are behind and they have to catch up. The formal school experience cannot take time for art fairs and dramatic productions unless the school should be fortunate as to have the children long enough to have completed more important work. Let me quote point number five immediately after. "Migrant children need an opportunity for diagnostic and remedial instruction in basic skills such as language arts and reading, computational skills, science and the humanities." I couldn't agree more that they need such opportunities, but let's by all means measure the experiences we are giving them against the criterion of achieving some success in these basic skills of language, reading and computation. Always keep in mind that when children are behind when they come to school, they have more material to learn than do advantaged kids in the same amount of time.

Please understand that I realize these children have a great variety of needs; however, I will submit that we may not be able to meet them all, and if we give them lots of attention and make them feel accepted and worthwhile and still don't teach them to read and write, then we have done them a disservice. They will not be accepted and they will not feel a sense of personal worth when they attempt to deal with the wider community. They will be rejected later in school; they will be rejected by their peers; and they will feel as if they have been betrayed by their teachers. There is plenty of evidence that these kids are capable of hard work. All right, let's give them the opportunity to do some hard work at learning. Let's challenge and stimulate them to learn faster than the advantaged children in the few crucial areas that will help them most to catch up.

Perhaps you recognize that here I have been influenced by the evidence and the opinions of Carl Bereiter and Siegfried Engelmann, who have done as much applied research on teaching the disadvantaged as anyone during the last few years. On searching the literature I don't find any sort of methodology for teaching the disadvantaged which can show the sort of results achieved by these gentlemen while at the Institute for Research on Exceptional Children at the University of Illinois. Dr. Bereiter is now on the staff of The Ontario Institute for Studies in Education, and this summer we have had the pleasure of watching both gentlemen produce some videotapes for use in teaching early language development. Let me describe a problem which we face in Toronto which the videotapes are intended to remediate. Perhaps this will illustrate why I think that disadvantaged children everywhere can benefit from similar kinds of attention.

The downtown school board of the City of Toronto has a total population of almost 175,000 students. Of the students entering kindergarten and grade one each year, about 40% come from homes in which English is not the first language. Almost 20% come from homes where no English is spoken. Therefore, a serious problem exists of bringing these children up to a level of English language understanding where they can cope with learning in the school. This problem has reached its present proportions only very recently, and the school board has done essentially nothing about it. There is exactly one school designed for children from these homes, and the capacity of this school is 150 children. Thus, when it comes to learning school subjects, there exists a large population of young children who are greatly disadvantaged; in Toronto, they are not disadvantaged in terms of economy or culture, but in terms of school performance. Most of them exhibit the sort of drop-out patterns that you find in the ghettos of large cities.

All of the unfortunate evidence piles up with which we have become so familiar. The children enter with low English language ability, they fail or are held back, do poorly, and by grade five - if they are indeed still in school by grade five - they have fallen so far behind that only a concerted effort to remediate a few of the most crucial areas can allow them to move ahead fast enough so that any progress can be made at all. Whether we are talking about grade five or kindergarten, precious time has been lost which must be made up. We don't know very much about human learning, but we know something about rates of learning and we know that there is a very definite limitation to how fast the majority of humans can learn. If you are to pack a year's work into half a year, then you have to do no more than half as many things. In most cases you have to do fewer than half as many things because remedial work is not as efficient as the learning we are accustomed to in a more advantaged setting.

Let me give an example of the Bereiter-Engelmann approach to this sort of problem. The first step in attempting to remediate the language problem is a careful analysis of the nature of the problem and an attempt to identify crucial words or concepts which can be taught and which are necessary for further learning. Important and recurring usages and concepts which have been found to be imperfectly understood are identified. In many disadvantaged children up to age 9 and 10, negatives and word inversions are the culprits. A child may understand when you say to him, "This is a chair" or "This is a ball," but be totally unable to understand when you say "Is this a ball?" or "This is not a ball." An exercise designed to teach the concept of negative is proposed primarily for the preschool; however, when working with some disadvantaged youngsters it is necessary to ensure that they have this concept before moving along to more complex concepts. Very specific goals must be identified and then teaching strategies devised to work toward these goals. Often, extra practice must be given until the goals are achieved and the material is thoroughly learned because of the lack of such opportunities in the environment of the student. This is difficult, time-consuming and usually very imperfectly done. The result is that the little time we can arrange for migrant children to spend in school is largely wasted and they emerge with the same disabilities with which they entered. If this happens, you can hardly blame the more alert youngsters for becoming disillusioned and cynical.

Have you ever seen Bereiter and Engelmann work? It is exhausting just to watch. The teacher works very hard and very systematically and the kids work hard and systematically, inspired by the spirit of the teacher and the concentration of the teacher on ideas which are made important to the kids and on which they are made to succeed. The research and preparation which go into such teaching are not obvious when first seen because it seems so simple, but the important point must be emphasized that the teacher knows at all times exactly what concepts he or she is trying to get across and is concentrating on those concepts using words and sentences with which the children are already familiar. With more than two years of experience now, Bereiter and Engelmann have verified that remedial education is a laborious and exhausting process, but a process which can succeed in at least a few crucial areas. More importantly, such teaching can be taught. What I wish to emphasize here, even though I am repeating myself, is that when you have little time and lots to do, you've got to concentrate on what are the most important activities. I will be glad to consider any activities for the kids if you can show me any evidence that these activities result in an improvement of their lot and progress for them in the activities which our society demands of successful people. Until I can see some of this evidence, however, I will continue to believe that many of the activities implied by the "Educational Needs" cited previously are a dishonest and shameful waste of the time.

Let me plead again that I am not insensitive to some special characteristics of disadvantaged children. In particular, some of these characteristics have importance for the use of technology in attempting to remediate educational problems. In a later section of the paper unique characteristics and problems of migrant children are discussed, but at this point I think you might be willing to agree that disadvantaged children are often suspicious and fearful of strange adults. They often have every reason to be this way and it is a natural and understandable reaction. It is difficult, however, for a teacher, especially a white, upper-middle-class teacher, to build up a rapport with the students and to get them working and learning. Considerable time often has to be spent gaining their confidence before good progress can be made. Indian children, for example, are by training shy and unresponsive to strangers.

There are real positive advantages to be gained, therefore, from introducing a machine into the education process. Note that the typewriter, the teletype, or the television set, for example, never judges the child, is never harsh with the child and has infinite patience. It has been shown in Patrick Suppes' laboratory in East Palo Alto, California, in the mountains of Kentucky, and also in O.K. Moore's "Talking Typewriter" laboratory that these devices have a great fascination for children. Children will use them right to the limits of their attention span and beyond over long periods of time. If the newness does wear off, we haven't reached that point yet after a full year. In other words, at times some "dehumanization" is actually beneficial.

As an aside, however, I might note that these devices are not always as lacking in humanity as they appear to us. Many children, in fact, treat them the same way as they do their playmates or their toys.

They often keep up a running conversation with a tele-typerwriter. The difference is that the typewriter or teletype never gets angry or impatient. Mild rebukes and correction of wrong answers can be given without emotional overtones. When dealing with sensitive, curious youngsters whose experience with adults has been less than encouraging, this sort of response from a machine which they consider to be a teacher and a friend may have positive benefits that we are just beginning to understand.

Remedial Action and Modern Technology

There are many arguments for bringing the best of modern technology to bear on the problems of teaching the disadvantaged. In addition to the desire to tackle a difficult problem with all the resources at our disposal, we usually find that disadvantaged children are located in remote or undesirable areas. They, their parents and their communities are different - that is often why they are disadvantaged. Special teaching techniques are required which are difficult to teach to teachers and which few are capable of mastering to the extent required. A problem we will always face is that there will be too few teachers, especially excellent teachers. If the problem is to be solved, therefore, we must find a way to extend the capacities of excellent teachers, to spread good techniques which work much more widely than one person can carry them, and to make these techniques available in remote areas. The problem of cost will be mentioned briefly in a later section of the paper, but it is obvious that the more broadly applicable a technique is, the lower its cost can be made. If we can devise courses and typewriters which are applicable with minor changes to Indians in the north of Ontario as well as to migrants in Pennsylvania, Texas and California, we will be far ahead in our attack on the cost problem.

Remember the task I have set - whether with modern technology or without. We should concentrate very heavily on a few crucial areas in early school training in order to be of maximum help to the most disadvantaged children. The point I wish to make is that present technology has a great deal to contribute to this process and I am very optimistic that the cost can be brought into line in the next few years. Do not think that I am so naive as to assert that the costs are not going to be high. However, I am assuming that the broader community is ready to allocate the kind of resources to this problem that will enable us to move towards some reasonable kind of solution. In the case of the children of migrant workers, the size of the target population is not of the same magnitude as you face when trying to alleviate the problems of the inner city.

First, however, let me describe the sort of systems we can conceive of as being in operation now and in the next few years. The two main components are the computer and closed-circuit television. A number of different pilot systems are on trial, but they all have approximately the same configuration; namely, a large central computer, several small satellite computers and many student learning stations attached to each small computer. One company is marketing a small computer and up to 30 complex learning stations without the large central processor and additional stations on the same system. In any of the systems, the computers provide individual instruction via the learning stations and television is used with small groups at various centers.

The small computers can be placed any distance away from the large computer, provided a dependable telephone line is available, and learning stations can be placed a considerable distance from the small computer. Up to 48 learning stations can be served by one small computer and four such "satellites" can at present use the central computer marketed by one manufacturer. Thus, we can transmit much material to remote areas, though at present it is impossible to individualize television lessons. These technical problems are being overcome, and if we only had some worthwhile lessons to transmit, I'm sure the technology would be the least of our worries.

Special Problems of Migrants

Let me now concentrate for the rest of the paper especially on the problems of migrant children. Although it's a trite phrase, the best way to describe their unique problem is that they are migrants. They are rarely in one place for any length of time and move suddenly, often without warning. School records cannot be transferred even if they exist, and differing curricula in schools make it almost impossible for any continuous sort of education to be provided. Attempting to follow my own advice, therefore, what I suggest is that we need a very carefully planned series of small instructional sequences, each one designed to accomplish something, but when put together designed to provide essential instruction in language, reading and arithmetic.

One example of such material is the tutorial program in elementary mathematics designed for Dr. Suppes' Brentwood School laboratory in California. The curriculum for each grade consists of about 20 "concept blocks," each one taking about seven days to complete. Short pretests and evaluation sequences provide records for use in making the decisions to advance the student to the next concept block or to provide additional instructional or drill sequences within the same block. An important outcome of such a curriculum is that student records are complete and objective and can be summarized for the teacher by the computer. A student can go back to a lesson as many times as necessary or desirable without holding up the rest of the class (there is no class!) or antagonizing the teacher. Limits have to be built in, of course, to prevent some children getting lost and discouraged and continuing aimlessly for want of something more exciting to do.

Another point to be made here is that with a computer, many more types of records of student performance are possible than just number right and wrong. Not only do items have different difficulty levels, but with the computer one can measure the time a student takes to respond to each question. After a few lessons have been completed, the quick responders can be differentiated from those who ponder over their replies and important departures from these baselines detected. All sequences are written so that the computer will move the lesson along if a student doesn't respond at all for a certain period of time. This area of timing is one in which we need a great deal more research before we really know how much time can be allowed and when students should be prodded along. Perhaps we should have the computer vary the time allowed, both according to the difficulty of the problem and the level of achievement of the student. The computer can help us very much in doing the research, of course. They can be programmed to present sequences with any sort of timing, record all the responses and change the timing at will.

If all children, no matter where they went to school, could achieve to a certain level in these basic areas, then they could profit by such education as they could glean in their subsequent travels. The ability to learn by reading and to express thoughts clearly in understandable oral language are skills which could be put to use anywhere and without which further learning is difficult, if not impossible. Let me put it another way -- no continuing education is possible without a proper start.

The technology available to us is especially well suited for this kind of task and can augment and extend the capacities of a good teacher. Early language learning sequences on videotape could be shown by a closed-circuit television at a number of centers so that children could be sure to have access to the whole series at some time or another. By this means, really excellent teaching can be packaged, exported and multiplied many times. Instruction, drill and practice in basic skills can be provided by the computer-directed learning stations in such a way that those who need lots of practice get it and those who can progress rather more rapidly have an opportunity to do so.

The major advantage in attempting to deal with problems of migrant workers by means of a computer system, however, would be that a central computer could manage many learning stations scattered out over a geographically wide range. Learning stations could be placed at strategic locations along the route of the migrant workers so that even though children move from place to place, they would be working on terminals linked to the same computer. The computer would have a complete cumulative record of every student's achievement and this record would be available instantly to a teacher or to the pupil wherever the pupil might enter the system. Gone would be the problem of having a youngster turn up in school and the teacher having no idea how much the child knew or what specific learning disabilities the child had.

Another important capacity that the system would have would be for the typewriter or teletype to answer back with the friendly greeting and some personal facts to identify the student record unambiguously as soon as the student signed on the terminal. The student could have a real feeling of belonging and of being accepted as an individual person. The student would be known wherever he or she went, provided it was one of the stations linked to their computer. Of course, we can cause big computers to talk to other big computers so that systems could be linked as well as learning stations. It would take a little longer, but only a matter of five to ten minutes or perhaps an hour to retrieve a record from another system. The message might come back, "Sorry, Jane, I don't find your records, but I am checking with our friends around the country. Will you please sign on again in 15 minutes to see if I am ready?"

After completing their reading and arithmetic lessons, children of all ages would enjoy and profit from the videotape of Engelmann in his clown costume saying to them, "Come on, boys and girls - let me hear it from you. This is a ball. Is this a ball? No, this is a chair. Let's hear it now!" And all the children gathered around the television set respond enthusiastically with their versions of the words that are being said. The teacher-monitor would be able to detect children with special problem areas and either help them themselves or refer them to special videotapes to remediate common problems. I would be particularly interested to see if the growers would not compete to have such learning centers on their property, because I am sure that workers arriving for a picking season would not ask "Is there work?" but "Is there a learning center on this farm?" "What computer are you connected to?" "Do you have that new reading course?"

While most of the time thus far has been spent on the problems of early education and remedial training, there is no reason why facilities such as I have described could not be used for adults as well. One effect of modern technology will be the speedier demise of school as we know it. What is "pre-school," anyway? Children are learning language in nursery school, Headstart, at home, and they are learning it at all ages. Unsuccessful disadvantaged children never really learn and successful ones learn somewhat later than average. I predict that "schooling" will become primarily goal-oriented and will take place at home as well as at learning centers which will replace schools. The students will be of all ages, and the computers will be there to keep the records and provide the schedules as well as to manage the presentation of our learning sequences. Maybe for once, a computer system for migrants could put them ahead of the rest of society.

A program of adult education could be carried out in the evenings, using many of the same programs as the young children use during the day. I would offer the same suggestion about adult education that I did about the education of young children; namely, that a concentration on language skills is a necessary first step. A person who possesses the basic communications skills can set about learning other skills in a far more efficient and straightforward way. Achievement in these kinds of programs could provide confidence and initiative and make possible programs of follow-up education which could break the bounds now imposed on these people by our society. I am not under any illusion that all migrants would undertake to break these bounds, but I do wish to see those who wish to given the opportunity to do so in a realistic way.

I am especially enraged at the suggestion of people who would improve the lot of migrants by giving them nice middle-class housing, washing them, cutting their hair, and otherwise making them more like us. One comment which reached me -- second-hand, thank goodness -- regarding our proposal to bring computerized education to the Northern Ontario Indians was the following: "CAI at Moosonee? Why, those people need flush toilets more than they need CAI!"

I submit, ladies and gentlemen, that nothing could be further from the truth. Let me put a teletype terminal in every tar-paper shack along the railroad to Moosonee and we'll give those kids a kind of education which will give them the opportunity to decide for themselves whether they will have a flush toilet or not. What I will call the "flush toilet syndrome" is a basic disrespect for the human rights of these people, an attitude which will keep them in the same kind of ignorance and backward state which we have imposed on them up until this time.

Maybe a basic education isn't enough for them. I don't know, and neither does anyone else -- because it's never been tried. I do know that without a basic education today you can't get anywhere and we're not going to make any progress with migrants or anyone else until we crack this difficult and challenging problem. It would not be appropriate for me to come here and take up your time listening to my somewhat intemperate remarks if I didn't have at least one suggestion to make, and hence in the following section I put forward a modest proposal which could be implemented starting immediately.

A Modest Proposal

The computer and television system described in the previous section is not simply idle speculation as to what might be possible. It is technically possible to begin to install such a system within the next year. The main difficulties in doing so, assuming for a moment that we had the money, would be devising proper curriculum materials. A very good start could be made, however, with materials already in existence.

More specifically, several manufacturers produce large computers capable of handling up to two hundred stations, and advanced learning stations are already on the manufacturing lines. Two hundred learning stations could span at least some of the routes of migratory workers in such a way as to provide a fair recapture of students as the season progressed. The amount of money needed to set up and operate such a system would be formidable but not impossible in view of present expenditures on education and educational research. A project of this kind combines many of the aspects of federal programs in education and could be supported from a variety of sources. Some one group or agency would have to take charge of the central computer and the courses and records stored therein, however, and hence it is a useful exercise to see what this might cost. Educational agencies in the areas served by the remote centers could be charged with the responsibility of installing and paying for the equipment at their centers so that the bulk of the cost would be encountered in equipping the central computer.

A very rough calculation would put the cost of the central computer and associated peripheral equipment at about $60,000 per month and the cost of a technical and professional staff of 20 persons at an additional $20,000 per month. Thus, it would be possible to set up and operate such a center for under one million dollars per year. At the moment, telephone line costs would be a limiting factor, but there is some chance that these may come down within the next year or two. One or more of the Regional Educational Laboratories should be willing to provide curriculum materials for such a center. Under such a plan, the costs and the benefits would be dispersed and yet the central operation would for the first time provide a workable and useful means of following the children from place to place. I need hardly point out to this group than an expenditure of something less than a million dollars is not very impressive in the context of federal efforts in the field of education, and it is absolutely insignificant when compared to some of the expenditures for space exploration and that cancerous war which I suspect is never far away from any of our thoughts.

After the problem of money, the main problem would be one of leadership. It would require a major effort to get cooperation from all those who would be involved, and social psychological strategies would be as important as technological ones. After getting the learning centers in place, ways would have to be devised to introduce some of the migrant families to the devices and gaining initial acceptance for such an approach. Every experience I have had, however, with Mexican-American and with Indian people is that they can spot a phony a mile away and detect a subtle lack of respect within a few minutes. An honest attempt to deal with a real problem receives a silent hearing, and a reluctant trial means that you have a chance to show that you can produce what you claim. I commend this proposal to you for what it is worth, hoping that somewhere it might get at least a silent hearing.

References

Bereiter, C. & Engelmann, S. Teaching Disadvantaged Children in the Preschool. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Deutsch, M. The disadvantaged child and the learning process. In A. H. Passow (Ed.), Education in Depressed Areas. New York: Teachers College Press, 1963, pp. 163-180.

Suppes, P. The teaching machine. The Christian Science Monitor, 1967, 51 (217), 7 (August 10, 1967).

IV.

CONSULTANT GROUP POSITION

On Thursday afternoon, August 17, 1967, the group position taken by the consultants on facilitating the learning of migrant children was presented to conference participants. The position was stated informally and orally, recorded on tape, and subsequently transcribed and edited minimally by the conference coordinator. The discussion involved six persons primarily (although some participants injected personal thoughts at a few points):

Moderator: Dr. Hugh F. McKeegan, Associate Professor of Education, Bucknell University

Consultants: Dr. Clark C. Abt, President of Abt Associates

Dr. Les McLean, Associate Professor, University of Toronto

Dr. Donald M. Miller, Assistant Professor, University of Wisconsin

Discussants: Dr. J. Charles Jones, Professor of Education, Bucknell University

Mrs. Lois Garvin, Member of Various Committees on Migrant Labor, State of Pennsylvania

McKEEGAN: Good afternoon. We have been able to proceed quite nicely, and I am happy to report that most exchanges between the consultants were verbal rather than physical. I think they are all, among other things, a little bit disturbed at me; but other than that, things went along fine. There was sufficient consensus that we have asked Clark Abt to summarize the position statement of the consultants on the question of a program for migrant education; reserving, however, the right to add our comments to his.

McLEAN: We came up with a couple of very strong positions that, although daring and original in their nature, were against child labor laws and will cause a lot of discussion, debate, and reaction.

MILLER: Can you define the age level of child laborers?

McLEAN: Actually, we are against child labor, particularly for migrant children.

McKEEGAN: I insist very strongly that my own children have to be exempted. (Editor's note: Dr. and Mrs. McKeegan have six children.)

ABT: Definition of the problem: We estimated that there were several hundred thousand migrants involved of which 30, 40, or 50 percent were of school age or under school age. There are indications that this migrant population is increasing in absolute size and that the seasonal nature of the work is also peaking upward. What we see happening, in other words, is a more narrowly distributed peak in terms of length of time used and a higher absolute number of migrants at the same time. There are many reasons for this. So several hundred thousand as the number of migrants is really a minimum. We believe there is something like ten million dollars available now to alleviate the problem; we are thinking in terms of spending 10 times that much, but we haven't developed a detailed budget.

We think there are two trends that are fairly well established and will accelerate the migrant problem. First is the consolidation of smaller farms into larger farms. This movement is in part because of the superior financial resources and managerial capacity of the larger farms that are buying up the smaller ones, by their greater control of the markets, by the technological advances that produce automated machinery that can harvest more efficiently than migrant labor but that requires large capital investments which can be afforded only by larger companies. So there is increasing concentration in the agricultural industry. Second, with this increasing concentration, paradoxically, there is a tendency increasingly to import large quantities of labor which aren't subject to the minimum wage laws. These large companies have very substantial lobbies and political power. At the same time the trend toward more efficient international transportation, particularly the Boeing 747, which will be able to carry about 600 passengers, and the increasing economic gap between rich and poor in Asia, Latin America, and Africa, all the underdeveloped areas, threatens a global type of migrant labor pattern.

It is not inconceivable that within 5 or 10 years, Philippine, Thai, Indian, Nigerian, and Brazilian agricultural laborers will be imported by the tens-of-thousands in large aircraft for the summer's effort. These people earn on the average considerably less than $50 a month in their homelands and the $100 or so for the plane fare plus $50 per month would seem very attractive to them. So we are facing this situation as a further threat to depression of our indigenous migrant labor wages.

We feel that the economics of the situation is really the binding context of it, for a number of reasons. The children can't go to school as long as they make a substantial contribution to earnings and those earnings are critical for survival. There isn't much time for any kind of consideration of educational efforts for people who are this hard pressed economically; they can't even afford the means of communication that might acculturate them to the available educational possibilities. Now we have to face the issue whether we want to educate the migrant population to stop being migrants (that is, to have the opportunity of gaining useful employment in urban industry), or to enable them to be more successful as migrants. As a resolution of this, it seems to us that it should be a matter of their choice. Apparently, there will be a long term need for migrant laborers despite automation because of the many fruits and vegetables that the automated devices will not deal with such as soft fruits, etc. and things that are fragile. (Editor's note: For recent advances in the automation of fruit and vegetable picking, the reader is directed to Scientific American, 1967, 217 (2): 50-59.) They should be able to live on a decent wage either as migrant workers or as rural or urban workers but in either case they ought to be able to earn family incomes of over $3000 a year, that is, above the poverty line.

So, our basic aim was to give the migrant workers the opportunity of choosing between a viable vocation either as a migrant worker or as a worker in the city. The question is how to achieve this. Well, the problem is how to get greatest leverage from the very limited resources we have to apply here, considering that we are unlikely to achieve a great deal of support in the form of local resources for two reasons: local resources are already under great educational tax loads; and also because there is the possible conflict of interest between the local power structure and the raising of the wage and living standards of migrants at the expense of local agricultural industry.

The school organization, we felt, was something that would have to be based upon a federal type of organization, possibly by regions or regional districts with mobile schools. The mobile schools would have the advantage of being clearly for the migrant. Migrants would not have to travel to a town and then plead for the use of the local facilities which they might not be granted. We would like the migrants to use the local school facilities if and when they are granted also, but we want to assure that they will have school facilities of their own. These mobile schools that can be vans, trucks, or the like, can also act as family learning centers with associated television. They can be interconnected by telephone and connected to a regional district headquarters that might be fixed. Regional district headquarters are needed because the situations in the Southwest, Southeast, and Central areas would be different and there has to be some adaptability to local regional conditions.

We feel that these mobile schools should have school boards elected by migrants and consisting of both migrants and possibly others, but elected by the migrants because it is their school; this stipulation would also have the advantage of giving the migrants some feeling of participation in both educational and democratic processes and possibly educating them in their own responsibilities as citizens and their own need to organize themselves.

The mobile schools, it is anticipated, would be operated by two-person teacher teams composed of a migrant-origin teacher and an external-origin teacher. The migrant member of the team would be selected on the basis of his being an energetic and ambitious migrant youth who could present the migrant point of view. He would also, through this experience, be trained as an alternate leader of the migrant community; in most cases, a desirable alternate to the crew boss or crew leader.

We felt very strongly that there needs to be some parallel form of community leadership other than the crew leader who may have very selfish motives and certainly isn't under any kind of constituent control of his actions. If we train these teachers-leaders, who are in turn controlled by the school board elected by the migrants, what we are really doing is building an alternative and grass roots democratic form of government for the migrants that will also have resources supplied by the federal government to provide education and organization and may eventually provide some viable political leadership. It is presumed that the teacher of migrant-origin would interpret migrant culture to the externally-supplied teacher. The externally-supplied teacher (he might be from the urban slums or middle class or whatever) would introduce new teaching techniques and something about the rest of the country and how the rest of the country lives to the migrants. This would seem to us to be a rather fruitful teaching team. In large communities there might be more persons than two, but the two basic representatives should always be present.

The stress would be on the mobile schools moving with the migrants. There would also be an attempt to integrate activities with the local communities, but, as noted before, we feel that we cannot rely on the local communities for support. So efforts should be made to obtain local support and coordination, but these mobile schools should be able to manage without it if necessary. There will be a national migrant school center where records are kept from all the regional districts and mobile schools.

The curriculum, we felt, has to be highly motivating and has to be one that is capable of accepting children and adults, often simultaneously. It has to be capable of accepting a very great variety of stages of development and in very irregular patterns of attendence. It is to this end we feel it is best to develop and operate curriculum units of one week or less; the criteria for going on to the next unit would just be passing that particular unit. We would still get a measure of relative achievement by the number of units that have been successfully completed by the student. There would be no stigma attached to repeating a unit or even dropping back; and in one week (or even shorter) chunks, there would be an enormous amount of flexibility. The eventual objective of the curriculum is to get all migrant children and/or adults to the point of passing high school equivalency exams so that they could go on to higher education, vocational training, or other kinds of work.

We feel that the curriculum should stress very strongly the areas of reported maximal interest to the migrant population. For example, we felt that science would best be taught through life sciences. A chart portraying the curriculum is instructive at this point.

Subjects	Disciplines			
	Language Arts	Mathematical Computations	Social Skills	Citizenship
Life sciences				
Sex and family				
History (American Negro and Mexican History)				
Rural and urban economics				
Home economics/mechanics				

This is an inter-disciplinary curriculum in which everything is taught through language arts, mathematical computations, social skills, and citizenship. Then the subjects actually taught from this integrated curriculum would be life sciences, sex and family, history (with a strong emphasis on Negro and Mexican History being included here and given weight proportionate to the migrant population's ethnic make-up), rural and urban economics, and the economics of agriculture and the home, or mechanics. There is priority implied here for children: of first priority is the language arts column; second, the life science and sex and family rows; and third, the two cells at the intersection of the third column and the fourth and fifth rows. For adults, the curriculum area of highest priority might well be the citizenship column.

The teachers would be trained in a variety of reading methods and highly motivating techniques. We would plan to train the teachers in the Institute of National Migrant Teacher Training which would consist of a population of one-half migrant-origin student-teachers and one-half of non-migrant origin. There they would learn several reading training techniques. We don't know, frankly, which particular methods would be best. We think that the Bereiter version may be good for children but may be rather tedious and dull for adults. Frankly, we didn't feel we had the technical competence to decide which technique was the best one. So, this problem will have to be studied.

The intended migrant teachers should also be trained in using high motivation techniques, such as educational games, simulation, and role playing, all methods of teaching requiring active student participation. Then there would be a supervision, evaluation, and correction program of the entire system which would include field visits, unannounced spot checks by teacher trainers and senior teachers from the teacher training institute to the mobile schools, to see how things are progressing and to make necessary corrections.

We didn't really see how to get around the problem of child labor because we didn't see how the laws against it could be enforced, short of providing some kind of financial incentive to both parents and growers to permit the children to attend school. We are pessimistic about any easy resolution to that problem. This is another reason for the mobile schools. It is important that they be geographically and physically proximate to the migrant camps so that at least in the evening (when these people don't have very much to do and don't have the means of getting into town), they can have some means of entertainment. The dividing line between education and recreation would be somewhat blurred in that both would be together for the entire family right near the campsite.

McKEEGAN: I think we do have a few minutes for questions directly related to Dr. Abt's presentation and still leave enough time for both Dr. Jones' and Mrs. Garvin's reactions. Are there any points that you in the audience would like to have clarified?

PARTICIPANT: You detailed the extreme of bringing in migrants from other countries by plane, but, at the other end of the spectrum, suppose that migrants desappeared from the picture due to mechanization. Suppose that they decrease 10,000 each year so that in a ten-year period they decrease to practically nothing. Was this possibility brought out in your deliberations?

McKEEGAN: We had rather extended discussions of this; if they disappear, the problem disappears. After considering all the information that we had, particularly information on economic growth that Dr. Abt supplied, we decided to operate on the assumption that migrant labor would still be with us in the future. In fact, we might have more migrant labor and a greater diversity among the migrant population simply because of the possibility of importing them from outside the country; but this is an assumption.

MILLER: Well, this now is based on what Clark Abt said and read in Truman Moore's book.

ABT: Much of what I know about the problem I got out of his book which I liked very much. (Editor's note: The book referred to is Moore, T.E. The Slaves We Rent. Scranton, Pa.: Haddon-Craftsman, 1965.)

PARTICIPANT: I would like to know where you get eligible and educated candidates to be elected to a school board from the migrant population?

ABT: The school board of the city of Boston has demonstrated the fact that it is not necessary to be educated to serve on the school board.

PARTICIPANT: I don't mean that; I mean are you going to inquire where they live, where their home base is?

McLEAN: Are you assuming that migrants are going to make up the school board?

PARTICIPANT: Well, that is the group from which I thought the school board was to be selected.

McKEEGAN: Migrants will select the board but not necessarily be on the school board.

PARTICIPANT: Oh, I get it. Well, migrants would probably want to know the candidates as they came into a strange situation or a strange town.

MILLER: The regional districts are, actually, laid out along the migrant streams. On the East Coast is one stream and there are others; this is the school district except that it is a moving school district.

McLEAN: No, the school district stays fixed; the people move.

McKEEGAN: In the short time that we had this morning, in fact, we didn't get to specify all the details of this idea that was suggested, but I think that generally we are thinking it was appropriate in theory.

McLEAN: I really think we ought to deal with this because we are not proposing things we think are impossible. We are proposing things which we think are possible; so I prefer not to leave this labeled as theory.

McKEEGAN: Alright, I didn't intend to label it as theory, but we didn't work out the details and I don't think we can.

McLEAN: Well, I think we ought to at least talk a little bit more about this. In fact, the migrant population knows a great many people in the areas in which they move. There are eligible candidates known to a number of the members of the group. I think that that has to be the basis on which this would work. If that is not so, if there are not a number of eligible candidates, then it wouldn't work. But we saw yesterday three or four people from this area who are known to a number of migrant groups who come to this part of the country; and remember it is to be one school board for the region. There isn't to be a school board here and a school board there.

ABT: That's not my understanding of it. My understanding of it was that there would be a school board for every substantial community of migrants; thus, in each region there would be a number of school boards. I can imagine a school board being elected for every few hundred migrants, and I also would imagine that most of the members of that school board would be members of the migrant population. I think we are evading the issue here, and I also don't think that it is essential that the members of that school board be themselves educated people. What is essential is that they be concerned about the education of their children and that they get good technical advice which might be supplied by the externally-supplied, federally-supplied teacher who might also be elected to that school board.

PARTICIPANT: May I ask how this system would deal with the migrant child when he is in his home state, in other words, when they are not on these so-called "vacation trips"?

ABT: That is a good question because I can see conflict, and no doubt that is what you were anticipating, between these school boards and the home school boards. I would suspect that the local board, while the children are in the local school, will take precedence. It is also possible that the mobile schools change into a kind of adult evening and children's remedial education program in the home state while the children go to the regular schools during the day. The Coleman Report has shown that it is desirable for the education of disadvantaged kids to extend the daily classroom time, as well as extend the program to younger, preschool, pupils. I don't see any reason why the pupils should not go to local schools under the control of the local school boards during the day and then in the evening, with their parents, go to their own schools under the control of their school board. I don't see why there would have to be conflict between these parallel systems. The school board system for the mobile school takes over full time in the summer and operates part time in the evenings during the winter.

PARTICIPANT: Would the local agency effort maintain the same curriculum structure that you are suggesting for the mobile unit?

ABT: I don't think that the federal administration of such a program, or the migrant administration of it, will have any control or even very much influence over the local curriculum.

McKEEGAN: We should, I think, perhaps simplify what we were considering here. This curriculum is to be constructed in very small units or blocks; in fact, the suggestion was made that the maximum instructional unit should not take more than a week. It is to be non-graded, and based on pass-fail criteria for each unit. The thought was that the student could complete units sequentially and at anytime so that it would be possible to use this curriculum while they are on the road and switch back into whatever they are using at their home base relatively easy.

McLEAN: Let me ask another question. Isn't it true that if we have a local school board that has an active and intense interest in an individual child, we are half way home? I mean you are implying by a conflict that there is a school somewhere that is saying, "We are taking responsibility for that child." If that is the case, I submit we wouldn't be bothering with the Conference... if that were the case in very many camps. The problem is that very few school districts do say, "those are our kids". They don't identify them as our kids. Those are migrant kids. They're here one day and gone the next. Districts don't care about them; this is much more the problem. In fact, we can see that this program is at most a parallel curriculum and perhaps the only curriculum which the migrant kids are likely to get. If, indeed, we find that they have a local school interested in them--great!

GARVIN: As a point of information: there was a question asked whether there would be any continuing interest in the regional school board when the migrants weren't there. I'd like to point out that in Pennsylvania there are two groups who might provide some continuity. One is the Ministry to Migrants which is located in every county, and the Ministry to Migrants meets during the winter as well as during the summer. It is a continuing body planning for the migrants coming into the community. There is a second group; whenever a child care center is going to be put into the community, the residents of the community must form committees which will agree to support year-round the child care center. So already there is some background for a continuing community interest in the migrant.

McKEEGAN: Thank you. Well, let's take the couple of questions we had back there.

PARTICIPANT: I was wondering about the board that is going to be elected by the migrants themselves. How are they ever going to get together to form any policies? You are going on the assumption that the people would be responsible enough to take a position like this. From my discussions with the heads of the migrant camps down where I am, they tell me it is becoming increasingly difficult to find good crew chiefs.

ABT: We're not talking about crew chiefs; we specifically want to avoid crew chiefs.

MILLER: We have implied in the concept of the teachers here that there will be the development and sensitization of political views and a more activistic role in the welfare of the migrant moving community, as a cultural community. This is probably the overall aim of launching such a program: to bring some more coherence to their lives and to their community leadership. This would be the possibility of potential leadership; this concentration and the value placed on their moving community would facilitate the development of potential leaders, particularly in the political aspect of the board and for voting.

McKEEGAN: Going back to one point made originally: we came to the decision that we had to educate these people so that they could live decently as migrants or have the option of moving out of the migrant population. Part of this is, essentially, learning how to behave politically so that the board serves several functions in addition to educating. Did you have a comment, sir?

PARTICIPANT: In my area of Potter County there are retired farmers and all... I know of one who would probably be elected to the school board by a margin of 6 to 4. If he was elected, he could travel if he had to ... right with the migrants.

McKEEGAN: So, there might be a possibility of people like this participating. Would you hold additional questions until after we have heard from Mrs. Garvin and Dr. Jones.

GARVIN: Would you restate the aim, Dr, Abt?

ABT: The aim is to provide all migrants the opportunity to choose between two different economically-viable forms of existence: continuing a vocation as a migrant with perhaps a minimum family income of at least $3000 and possibly $4000 a year; or the opportunity to live at a decent standard of living in an urban environment as some form of industrial service worker. We cannot resolve the question of whether the migrant culture should be abolished or not; it is always going to be a matter of choice of the individual migrant. What we can assert is that we want them to live at a decent standard of living and have the opportunity of choosing between two ways of life which they, apparently, do not have right now.

GARVIN: Well, I think we are moving way out of the realm of where we have much to say about it. I don't think that a migrant has the chance to choose whether he is or is not a migrant. Outside forces that we couldn't even possibly begin to touch force him into migrancy.

ABT: We are touching them here.

GARVIN: Yes, but when you say he should have a chance to choose, do you think that he is in a position right now where you can structure a curriculum for "I choose to be a migrant" and "I don't choose to be a migrant"?

ABT: No, that isn't the point. It's the same curriculum. The curriculum is intended to bring them to a level of political awareness, personal self-control, and level of knowledge where they can become politically organized and sufficiently so to bring political pressure to bear through voting and through lobbies against Public Law 78 which permits the importation of large numbers of foreign labor at very low wage rates which keep depressed the wages of the migrant laborer.

GARVIN: Well, I feel that I would much rather have the wording state that the curriculum be such that the migrant be allowed to move out of the migrant state.

ABT: By adding "given the opportunity" this is compatible with our statement.

GARVIN: Yes, but you see there is a different emphasis.

ABT: How?

GARVIN: Well, I have heard so much in this conference of the feeling that the migrant really wishes to be a migrant.

ABT: Probably some do and some don't.

GARVIN: Well, until we have, for instance, a curriculum for the children which will allow them to move out ... enable them to move out ... I would like the emphasis put on that.

McKEEGAN: But if they can get to the point of passing this General Education Development Test, they are, in a sense, allowed to move out of that group.

McLEAN: This is the criterion for success; namely, that they have that choice. The reason we started off with that statement is that we recognized that now they don't have the choice. They should have the opportunity and the right.

ABT: I think we're completely in agreement; it's just a matter of terminology.

GARVIN: We are in agreement on what we would like to have happen, but I think there is a little more positive way of putting it.

McLEAN: What did we write because that is more likely to survive than our discussion here?

McKEEGAN: "The opportunity of migrants to make a choice between a decent standard of migrant life and a decent standard of urban life must be recognized and provided for." Even Churchill ended his sentences with prepositions.

McLEAN: I don't think there is any disagreement. I wanted to see if we had it down in such a way, for I think that that is exactly what we had in mind, and I want to make sure that we convey it better than we did to Mrs. Garvin.

GARVIN: Well, I can see that the word "choice" is the one that is sticking in my craw.

ABT: The essence of the idea is that they can lead a decent life either as migrants or in a city.

McLEAN: No, as something else; they might not choose to live in a city.

ABT: Alright, as something else, but they are economically free to leave the migrant life if they want to, or stay in it if they want to, without living at a low standard. It is very simple.

GARVIN: Yes, but I'm sorry to be a stickler on this. A migrant has been a migrant and his ancestors have been migrants for generation after generation after generation. I don't think we still ought to be saying "He may have a choice" but that we say something quite different than has been ever said before; that is, that we want to give them education which for the first time will allow them to break out of the migrant life. Does anybody see my point?

ABT: Yes, we'll be happy to accept your wording.

MILLER: It's directly represented in what the criterion of this curriculum is, just the general education development of high school equivalency.

JONES: This depends on whether he has already made a choice.

McLEAN: No, we would not want that. We're not suggesting that.

JONES: Before I function well on the curriculum designed to make me a mechanic, I must first decide I want to be a mechanic.

ABT: This is a general purpose curriculum.

JONES: Well, I'm just using this as an example. This is the problem you have in the public schools right now. About eighth grade a kid has to decide if he should go on to college or not; and if he elects a commerical course or a vocational agricultural course, he has made a decision that affects, presumably, a decision four years hence. He has already committed himself.

McKEEGAN: This is in sense a skeletal curriculum focusing on what we felt were the basics that these people had to have within the environment they are in now or in another environment.

JONES: Well, I realize that as a discussant I am supposed to save comment and remain polite.

ABT: I move that we accept Mrs. Garvin's correction of our statement.

JONES: Well, I'll make a more extreme statement, then. I think this is the sort of a choice you might offer me between being as I am or being a Martian, if there are such things as Martians; I have no idea of what it is like to be a Martian, and I think Negro migrants probably have scarcely little better idea what it might be like to be a college professor or any of these other things which they might go into. I don't think this is the choice at all, and I don't know that a choice is really necessary. I get tired of this patent-darkie, jolly-gypsy sort of attitude that is taken toward these people.

MILLER: We don't agree with that attitude here.

JONES: Well, perhaps you don't, but I hear it expressed. I think when you say there is a choice then you have to ask yourself if there is really anything of value in the migrant culture? One thing you have said is "the opportunity to live a decent life as a migrant", and I think the probability of leading a decent life as a migrant is probably .00001, or something like this.

ABT: It's not true. There are a number of migrants who are living very well in the country today. They don't happen to be pickers of crops.

JONES: Well, I like outdoor activities, too. I climb mountains, hunt, fish, and ski; and I find it enjoyable. I find it enjoyable because I'm in good physical condition and because I'm well equipped and because I don't have to do this on top of earning a living. But the simple problem of coping with this sort of environment is enough to tie one up full time. I was mentioning to one of the groups this morning that I had attended a conference on Indian education in the spring and this sort of thing came up. There were three groups there; the Indians who, for the most part, wanted to live in some dignity. Then there were anthropologists who wanted to preserve the Indian just as he was as something to study and, if possible, have him regress 200 years to have him grow even more quaint and appropriate for study. There were also a bunch of people in Indian education who wanted to make the Indian into middle class farmers as rapidly as possible. Even in this particular situation it made some sense to ask if there was something valuable in the Indian culture; and things could be pointed out. Now, I don't think the migrant has a unique culture that ought to be preserved and needs to be preserved. It's a miserable sort of life, and I think the sooner we decide to eliminate migrant labor, the better.

McKEEGAN: May I make a comment here? I think this is perhaps where we were hung up. In our discussions this morning the question was whether whatever force education has should be used to destroy the migrant culture entirely; we set that aside because it seemed that migrants were going to remain. But at the same time, when you say that "a decent living as a migrant" is a contradiction of terms, I think the hang-up is that we see the life, the environment, and the culture of the migrant changing so radically that it is no longer what it is now. I think we are in agreement on that point.

JONES: I am in agreement with this because I think it is fine. The reason I think it's fine is because it will probably eliminate migrants as migrants.

MILLER: Could we put it in a different way? In a sense you could explain this as an attempt to develop a basic educational curriculum, but it is somewhat of a compromise considering what appears to be reality from the viewpoint of Truman Moore that this vocation that demands seasonal labor will continue to exist in the economy. Now, we would have to say if there is any question about that, we may indeed erect a different scheme but so long as this demand exists, what we are doing in the economy of the U.S.A. is trying to maintain this in its occupational status. Given that, you've got a strange series of consequences which is these movable patterns of the workers.

JONES: But you see, I think all through history we've had statements like this, that the economy of the country demanded a 60-hour work week or it demanded that you have children attending schools and spinning factories and so on. The fact of the matter is that it did not demand this.

MILLER: Well, the source is Truman Moore; it's not my position.

JONES: He's not God, but it's a good book, I agree with you.

ABT: Well, I could put it a little differently. The problem we have is that assuming that there are going to be a half-million migrants in a few years, we didn't know what proportion would want to leave the migrant life, what proportion would want to stay in it but live better, and what proportion would shift back and forth. I don't see how we can make this decision for them.

I think it is possible to conceive of a decent life as a migrant. Let me describe it for a moment ... you may find it implausible and in terms of the present conditions it is not plausible, yet after a few years of intensive education, political organization, and political action, it would be plausible. There are other groups, telephone repairmen, railroad people, various kinds of service people, who travel all over the country and do much better than migrants. I can conceive migrant families moving in trailer groups, earning incomes of $5000, $6000, $7000 a year doing the sophisticated picking that machines will not be able to do in the foreseeable future and possibly even becoming owners and renters of some of these machines ... these are possibilities. I think the main point is to give the migrants the education to either themselves decide there is no future in the life and to get out of it, or to improve that life to the point where they want to stay in it.

JONES: Well, you are simply more democratic than me, I guess. I just don't think that the choice is necessary.

ABT: We can't really avoid the choice.

MILLER: What's your position on this Dr. Jones? Do you want to demolish the culture?

JONES: Let's cut out the underbrush and stop talking about a program designed to allow them to do this or that. To simplify life for yourselves and for the migrants, I think you should set up a program designed to prepare them for something other than being a migrant. I wouldn't clutter up the picture with statements about preparing them to be migrants.

ABT: Well, would you prepare them for urban life?

JONES: Not necessarily urban life; there would be rural life, too, that is involved...

ABT: By preparing them for urban life or rural life... that's all that we're going to do.

JONES: It's just not necessary to prepare them for migrant life. As I say, I wouldn't quarrel with your program only I think the premise...

ABT: Maybe if we change the wording to give them the choice of viable economic activities in an urban or rural setting. It doesn't have to be migrant work. It might even go into some kind of farming.

MILLER: Dr. Jones, there is a social philosophy that you are proposing here, and I don't know that I want to be responsible for affirming that some group of 150,000 or more people is to be demolished.

JONES: I'm not demolishing the group any more than child labor laws demolished little children who were working in the mines. Quite the contrary, the practice of children working in mines was demolished.

PARTICIPANT: You are still assuming that the population of migrants will increase rather than decrease.

ABT: It is decreasing in Pennsylvania and increasing in California, and the increase in California is more than offsetting the decrease in Pennsylvania.

PARTICIPANT: And then when you find a home state setting up a boarding school situation where the state will pay for the child to go to school to keep them in the state, that sort of knocks out a mobile unit idea too if eventually more states do this.

GARVIN: Let's say we make our aim moving the migrant out of the migrant stream and into urban or rural pursuits but without the word migrant attached. You're afraid of what's going to happen to the poor Pennsylvania farmer, and where he is going to get his help. I'll tell you what will happen.

ABT: That is a sub-issue.

GARVIN: So, why should we worry about whether we state that he can or cannot choose to be a migrant when we haven't ever... and by the way, I hope you realize that this whole problem of migrancy started after the First World War and as far as I can see, things have been going down hill instead of up hill. It's a long, long, problem. We can't look forward to any immediate solution. It will take a long time to phase it out... But at any rate, let's think in terms of moving into another area and let the farmer, the processer, and the food seller worry about it.

ABT: We don't know what area to move them into. We want them to have the basic education and political and social skills to find their own preferred area, whatever it may be.

GARVIN: Right, and we hope it will permit them to do that. I don't want the statement, however, in the thing of the choice to be a migrant.

ABT: Well, you have some connotations that...

GARVIN: There's a connotation that I have that a migrant is sitting here and he has had all these years an opportunity to move out. For the first time we're saying let's allow him or enable him or help him to move out by education.

ABT: Would you be happier if we said that we wanted to preserve the opportunity for him to, at an economically decent level, continue to be a mobile agricultural worker?

GARVIN: No.

ABT: You don't want him to be a mobile agricultural worker even if he could earn $6000 a year and want to do it.

GARVIN: Oh, well, where would you look for such a job?

ABT: My point is that with the education that we're providing, we hope they will be able to organize sufficiently politically to insist on those wages or leave the field.

GARVIN: That's right.

McKEEGAN: Now, Mrs. Garvin, you used the word "let" and I think this is what the group had in mind rather than direct or mandate that they move out. There was a little squeamishness in a sense, directing, mandating, or saying you must... or that we must set up a program that will destroy the migrant culture. But I think the verb "let" reflected the group point.

ABT: I also don't think there is any political viability in explicitly devising a program to eliminate migrants. I think it is much easier to get cooperation for a program that will improve the lot of the migrants and enable marginal producers among the migrants or those who cannot achieve a decent standard of living to seek more gainful forms of employment. On the other hand, to say that you're going to destroy this whole element of the economy, you know it's not realistic.

JONES: Well, I think the encouraging thing about curriculum, despite what you say, is that it will do just this. When they get through the curriculum successfully, they won't elect to be migrants.

ABT: Can't you conceive of their organizing sufficiently and perhaps unionizing and having a lobby in Washington to the point where they raise the minimum annual wage for migrant agricultural workers to, let's say, $5000 a year and a lot of them prefer to earn $5000 a year as migrants to $3000 a year as something else they can do in the city.

GARVIN: Why haven't they done it so far? Because they have had no representation... they have had no representation.

ABT: One of the purposes of the educational program is to enable them to organize the representation.

JONES: Dr. Abt, let me ask you why college professors, who have had much more education than these people, haven't organized so their wages are increased.

ABT: College professors are beautifully organized and their wages have increased enormously in the last few years.

JONES: Not through any organization.

ABT: It's an invisible college.

McLEAN: How about American Association of University Professors?

JONES: I would hate to have to depend on the AAUP for my salary increases.

ABT: Well, they don't come out of the kindness in college presidents' hearts.

JONES: No, it's a simple factor of supply and demand.

PARTICIPANT: The migrants tend to act as individuals; and if they get angry at what's going on in the camp, that family will pick up and move out. I've seen it happen in migrant camps.

McKEEGAN: It happens to college professors, too.

McLEAN: I think that in presenting this proposal, it is our considered hope that the migrant culture as it now exists would disappear. It is our considered hope that this would happen because we don't see a lot of tangible, valuable things in it. However, we don't want to tend to impose its disappearance; although we would certainly like to make it possible. Now, if this migrant culture disappears and is replaced by another one which the migrants prefer, then a migrant will no longer be the person whom we see everyday. The migrant will be the person who travels in a trailer and earns $6000 a year. That's the kind of possible outcome we'd like to permit.

Now, it's quite impossible. Why does the family get up and move when they don't like something? What else can they do? They can't communicate; they don't know the skills of organization; they don't know the possibilities of organization. Even if they have seen some of the possibilities, they don't have the basic skills to go about doing it. Well, that we think education can develop.

McKEEGAN: Incidentally, I might add that we visualize this educational program as involving everyone in the migrant community, not just the children, to the extent that they might be involved very naturally.

McLEAN: Referring back to the curriculum diagram, the vertical dimension is the priority that you give to those activities with regard to the kids in the daytime program. If you had to give up something, if you haven't time for everything in the migrant child's day, you'd start over at the right hand side. The last thing you give up is their language training.

Now, if you look at the evening program in adult education, it has been proposed that you might reverse or alter the priorities. The adults may be at a certain stage of development where social skills and citizenship may benefit them the most. You try to teach them the language arts by all means, but maybe they will do alright if they can be informed about organization and voting rights and secure something for themselves as adults.

GARVIN: They are non-residents, and they can't vote in any state that they live in.

McLEAN: Why don't we change that?

GARVIN: Well, they're not going to be able to change it. You see, all the time people have to do things for migrants. Now, we want to build something where they can do something for themselves. But don't think they are going to do it by changing their status now as migrants because they don't live in a state long enough to have any representation; and, therefore, there is nobody lobbying for them except private citizens.

McKEEGAN: We mentioned a possibility this morning, admittedly very sophisticated and probably well beyond them, about absentee balloting. Don't they live in a southern state long enough to establish residence in the winter? Could they not vote then by absentee balloting?

GARVIN: I don't know. I don't know all of the voting laws. But for instance, in Pennsylvania, if you miss two elections (have not voted in two elections), your registration is ineffective. If the same thing applied in other states, they couldn't do it.

ABT: There are a great many professors and lawyers who are away from home much more than migrants are and manage to vote.

JONES: Because they know about voter registration and absentee ballots.

McLEAN: That's what we propose in the citizenship curriculum for migrants.

JONES: But migrants are still a relatively small group and they certainly are politically impotent up to this point; I don't see any radical change in the future even with considerable education. They are no match for the Grange and the political pressure that that group can exert.

MILLER: Well, obviously, this takes the federal government's support. There is no sense in talking about anything unless you know there is going to be support.

JONES: Well, there is one other factor, they're Negroes at least in the East. In the West, high percentages are not even residents of the United States, that is, not citizens.

McLEAN: Maybe if they knew of, or could perceive there were, some benefits, they would work toward this.

ABT: They also need to form political coalitions with similar ethnic groups that are stably based: the Negro migrants with the Negro residents in the South where there are many relatives going back and forth between two groups; the Mexican-American citizens in California and the Mexican-American migrants; coalitions can be formed with education in communication and organization skills.

JONES: You know there has been recently an instance of an organized group of agricultural workers, migrants for the most part, striking in California...grape pickers...and they were not notably successful.

ABT: It's a great step forward that they got well organized.

McLEAN: Well, look at the history of the organization movement in the coal industry. It took them many years before they really got going. There were strikes that were broken, but that's the same as the union movement all over. Strikes get broken or reorganization takes place.

ABT: I dare say there was never a minority in this country that got really equal justice until it got itself sufficiently organized to insist on it.

GARVIN: Well, I just think we should move on from here. One point I want to make sure about is the mobile school. I am in perfect agreement with it, and I think it is very good. To me it's always been logical that the teachers should follow the kids since the kids can't follow the teachers. The mobile school should never become, in any sort of a technical way or any administrative way, isolated from the local school in the region while it is in that district. In other words, the mobile school doesn't make itself into a segregated school; there should be definite ties.

ABT: We felt that it was essential that the migrant group have at least one school that is their school. This had to be traded off against the advantages of integrating closely with the local school district. For the latter objective, you would probably park the mobile school next to the local school. For the former objective to be maximized, you would keep the mobile school next to the migrant camp and give up something of the intimacy of coordination with the local school. It is our feeling that the priority lies with having the migrants have their own school while making every effort to interact cooperatively with the local schools, but where that is not possible and not successful, there will still be an educational system for the migrants. Now, perhaps what might be done is to invite local disadvantaged and other school age children to come to the migrant school. I don't think many would come, but if there was a sufficiently innovative educational program and it was good enough, it might be attractive. If we park this mobile school unit next to the local school, however, I am afraid the migrant population will lose their involvement with it, an involvement we consider essential.

McKEEGAN: We had quite a discussion on responsibility of the local agencies and, of course, the viewpoints ranged all the way from the completely independent school for the migrants to rather heavy reliance on local school districts. I think the consensus was that this migrant school had to be in operation on its own and, wherever possible, local resources would also be used.

GARVIN: Aren't you afraid they'd be segregating themselves.

ABT: Well, between integration and no education and segregated education, I would choose segregated education.

GARVIN: No, but I think you should build into your structure some strings to attach your mobile unit to the local school unit while the migrant mobile unit is in the district.

ABT: Well, we're afraid of attachment without control. I mean we're afraid of having an attachment occur that may result in the migrant school being controlled to any significant extent by the local school system. This school is supposed to be a migrant school, controlled by a migrant school board, financed by federal money, and if it ends up as "the trailer parked next to local schools", I think there will be a subtle shift in involvement and control that would work against the involvement of the migrants with their own school.

GARVIN: But it seems to me it wouldn't be too difficult. Now, you've got two federal programs. What about when the migrants get to Pennsylvania while a Head Start program is going on. Why couldn't you integrate with a Head Start program at the same time?

MILLER: This is not a question about integration. It's just a matter of it being very difficult now to specify a way in which this could be done for 100 different communities. The situation depends on what county you are in, what municipality you are in, what village you are in, or what state you are in. The logistic problems are too tremendous to establish specific regulations at the present. It must be taken on its own individuality and the people who administer the National Migrant Center, the regional centers, and the teachers. So this is another problem, say, for the migrant teaching-team in the mobile unit.

ABT: Just imagine what would happen if migrants came into a small town in, let's say, Arkansas or Georgia, and it's a requirement by federal regulation that the migrant school operate only on the basis of cooperation and coordination with a joint operation through local school systems. I am sure that the local power structure would carry such a preponderance of local bargaining power that they could have the school exactly where they wanted it or prevent it from opening at all. I think it's very important that the migrants have control of their school. To the extent that they want to integrate with the local system and the local school system is willing to cooperate--fine. But I don't think we should insist on it.

GARVIN: No, I can understand that you want to keep control of your own school, but just be careful you're not segregating yourself.

McKEEGAN: I think, too, that the last row in the curriculum chart, the home economics, mechanical shop area, was the group seen as being handled largely through local school district facilities because certainly the mobile schools wouldn't have as much equipment.

McLEAN: Yes, I expect that provision reflects a particular problem area. This is a severe problem. I think that the idea of having a teacher recruited from the ranks of migrants and a teacher recruited outside the ranks of the migrants stemmed from this problem. These persons would be charged specifically to facilitate interaction with the local school especially because the older migrant children are not going to be well served by a simple mobile school. Education is too complex for that. I think to provide a viable education, they would also need the local school. My idea was to get the kids into so-called regular school as fast as we can. Unfortunately, I would have to agree that that speed is nearly zero in some areas of the country. It's far from zero in other areas so that maybe as a part of the training session for the teachers, the regional sessions, some discussions should go on there about group dynamics, local politics, and role playing sessions on how you approach the school board and how you talk to the principal and things like that.

McKEEGAN: We just have a few minutes. Dr. Jones?

JONES: I have no questions, just a couple of comments. One has to do with this matter of competence as a basis for motivation. I think it might be well not to overlook this in trying to construct a curriculum which is intrinsically appealing. After all, people spend a lot of time engaged in relatively pointless and silly pursuits such as bridge and golf simply because they do these things well. I think it's important for the younger child to learn to do something well; reading, arithmetic, whatever it may be. This is perhaps at least as important as finding some area of the curriculum that appeals to him as a result of his experiences that occur outside the school. Something was said about adults and it was suggested that one way of improving the reading capacity of adults is simply to supply more reading materials for those who do have some basic knowledge. This has been done before with delinquent children in institutions. They were supplied with paperbacks; their ability to read progressed tremendously.

ABT: We talked about this mobile school also being a resource center.

JONES: The only other comment I have to make is about teachers. I think it's quite important that the teachers be Negro or Mexican in this migrant group. I am not so sure that I would insist they necessarily be of migrant origin. I think there are some dangers here, and again I'm betraying my original bias. I just wonder about the risk of perpetuating some migrant values. I'm not too sure that these are worth perpetuating. I think it is possible to find sympathetic Negroes, in fact we found them.

MILLER: How do you decide, Dr. Jones, what is worth perpetuating in this society?

JONES: The way I'd make any other sort of a value judgement, I guess.

MILLER: Well, you might do that personally but it's kind of a...

JONES: The same way I decided my children are not going to have the choice of growing up literate or illiterate. I don't offer them the choice because by the time the consequences become apparent, it is too late to do anything about it.

MILLER: You can't make all the decisions. These decisions on perpetuating values or activities of the society are very different than those in a hierarchy. Some are easier to make than others...

JONES: True.

MILLER: ...because we could decide that there shouldn't be any Polish settlements in towns...and there shouldn't be any...

JONES: I don't think you could decide this because...

MILLER: Well, this is what you have been holding to...

JONES: I can't eliminate entities.

MILLER: You can eliminate values?

JONES: I can eliminate people making those value choices, yes.

MILLER: It's a very difficult thing.

JONES: It is.

McKEEGAN: Well, I think it's time to conclude the discussion. I would like to thank Dr. Jones and Mrs. Garvin for this encouraging and very spirited discussion. I don't believe there will be any time for questions from the floor because we have to get the consultants to the airport. I would like to thank the consultants too for their participation.

Thank you.

V.

EVALUATION OF THE CONFERENCE

A. Instruments Given Prior to the Conference.

In Appendix C can be found two single-sheet evaluation instruments (Numbers one and two) that were given prior to the start of actual conference activities. The first questionnaire was administered Sunday evening as the participants arrived; its main purpose was to find out how much reading they had done of the text materials that had been sent to them prior to the start of the Conference. On Monday monring a second questionnaire was given to participants to ascertain what time had been spent reading Sunday night and also to get the reactions of the participants to beginning the Conference on Sunday evening rather than Monday morning.

Item one on the first questionnaire indicated that, on the average, the participants had received their books approximately seven days before the Conference. Item two on both instruments (and an item on the final evaluation forms) quizzed the participants on the amount of time spent reading each of the four books. Table 1 summarizes the results as it contains the total hours and average hours per participant spent reading the books prior to Sunday night, on Sunday night, and during the Conference. Fifty-five percent of the participants did additional reading on Sunday evening, for slightly over an hour each on the average. As can be seen, prior to Sunday, the greatest amount of time was spent reading the smallest book by Cheyney, second, the book by Otto, third, by Bereiter, and finally the one by NCTE. Average reading by participants before the Conference began was four hours, while an additional seven-tenths of an hour was spent on Sunday evening. During Conference week,

TABLE 1

HOURS SPENT READING CONFERENCE MATERIALS, BY TOTAL AND AVERAGE PER PARTICIPANT

Book	Total Hours Spent Reading				Average Hours Per Participant			
	Prior to Sunday	On Sunday Night	During Conference	Overall	Prior to Sunday	On Sunday Night	During Conference	Overall
Bereiter	17.25	3.50	57.00	77.75	.86	.18	2.85	3.89
Cheyney	27.50	3.00	24.25	54.75	1.38	.15	1.21	2.74
NCTE	15.75	3.00	19.25	38.00	.78	.15	.96	1.89
Otto	19.75	4.50	26.50	50.75	.99	.22	1.33	2.54
Totals	80.25	14.00	127.00	221.25	4.01	.70	6.35	11.06

participants spent an average of over six additional hours reading, particularly the book by Bereiter.

The professional opinion of the participants of the four books is indicated in Table 2. As can be seen, some participants had not read all the books at the start of the Conference. The opinions were quite favorable; the most common opinion of the books was "good" with somewhat higher ratings going to Bereiter's and Cheyney's books.

The responses to item one on questionnaire one, that is, participants' expectations for the Conference were used in making minor changes in the week's schedule. On the fourth item on the second questionnaire, it was indicated that 15 percent of the participants had no opinion about coming in Sunday evening (these were persons who lived close) while 85 percent felt that it was a good idea. Reasons given were allowing orientation to take place, permitting some study before the Conference began, and allowing the forming of acquaintanceships on an informal basis before the Conference commenced.

B. Evaluation Instruments Given After the Conference.

The post-conference questionnaire, number three, was given at the conclusion of all activities on Friday, August 18. All 20 participants took the questionnaire and they were encouraged to be as candid as possible. There was no discussion or surveillance made of the completed questionnaires as they were finished. In many of the questionnaires it was necessary to convert qualitative statements to some type of numerical rating for the purpose of analysis. This was accomplished by converting to a five-point scale,

TABLE 2

PARTICIPANTS' GENERAL OPINIONS OF TEXTS USED IN THE CONFERENCE

(Ratings Made Before Conference Began)

Book	Participants' Ratings				
	Excellent	Good	Average	Poor	Not Read
Bereiter	4	8	0	0	8
Cheyney	7	8	1	0	4
NCTE	3	4	4	0	9
Otto	3	12	1	0	4
Totals	17	32	6	0	25

five indicating excellent, four-good, three-average, two-below average, and one-poor.

The responses are summarized below, item by item for each section:

INITIAL SECTION.

Items 1 and 2. On these items, it was determined that most participants felt that their expectations for the Conference were quite well met. On the five-point scale mentioned above, the average for the group was 3.82 with a range from 2 to 5. The preponderant mark was 4, which indicates a substantial achievement of the participants' expectations for the Conference.

Item 3. The diversity of things listed in response to this item defied analysis. Suffice it to say that some of the plans were routine and some quite insightful. Slightly over two ideas, on the average, were listed per participant.

SECTION A: Physical Accommodations.

Item 1. All of those using the dormitory facilities rated them excellent, while 25 percent commuted. Eighty percent rated the cafeteria facilities excellent, fifteen percent good, and five percent average.

Item 2. All participants were satisfied with the amount of information sent to them before the Conference concerning room, board, and recreational facilities in the area.

SECTION B: Materials.

Item 1. All participants felt that it was a good idea to distribute the materials to participants before the Conference began. On the average, they felt this material should be distributed 18 days before the Conference. This average, however, includes one response of 90 days; the median response was 13.5 days and seems to be somewhat more typical of the group.

Item 2. Seventy percent of the participants felt that they would have done additional reading before the Conference had they had reading materials sooner. Thirty percent felt that they would not have.

Item 3. Thirty percent made use of the annotated bibliography before the Conference, while 70 percent made no use of it. Some of these persons making no use of it, however, indicated that they planned to use it in finding references after the Conference.

Item 4. In Table 3, it is indicated that all of the books were found moderately useful with the exception that Bereiter was found to be very useful. This may have been due in part to the demonstration of the Bereiter techniques by Mrs. Osborn.

Item 5. One hundred percent of the participants did additional reading in the books during the Conference week. The average number of hours on each of the books was 2.85 on Bereiter, 1.21 on Cheyney, .96 on the NCTE book, and 1.33 hours on Otto's book (see Table 1).

TABLE 3

PARTICIPANTS' OPINIONS OF THE USEFULNESS OF THE TEXTS USED IN THE CONFERENCE

(Ratings Made After Conference Concluded.)

Book	Participants' Ratings of Usefulness			
	Very	Moderately	Not At All	Didn't Read
Bereiter	18	2	0	0
Cheyney	6	12	0	2
NCTE	2	15	1	2
Otto	7	11	1	1
Totals	33	40	2	5

Item 6. Table 4 is relevant. This gives the average rankings (on a scale from 1 to 4) of the four source books and on all three criteria -- most interesting, most thought provoking, and most relevant to the concerns of the Conference. The Bereiter book was rated highest. The differences in ratings between the Cheyney, NCTE, and Otto books were small.

Item 7. Ninety percent felt that all of the books should be included in the reading materials, while 10 percent felt that the NCTE book should not have been included.

Item 8. Eighty percent of the participants listed no additional reading materials as relevant for participants. The 20 percent that did suggest additional material mentioned both The Slaves We Rent by Truman Moore and Teacher by Sylvia Ashton-Warner.

SECTION C: Structure and Content of the Conference.

Item 1. Sixty percent of the participants rated the Conference excellent, 40 percent rated it good.

Item 2. Ninety-five percent felt the Conference sessions followed a logical order, five percent did not so feel.

Item 3. All of the participants felt that breaking into smaller groups for the involvement sessions on Monday and Tuesday was beneficial.

Item 4. The three main instructors on Monday and Tuesday were ranked remarkably equal by the participants.

Item 5. The relevance of the topics was rated as follows: Professor Heiner -- 65 percent felt it was very relevant,

TABLE 4

AVERAGE PARTICIPANTS' RANKINGS OF CONFERENCE TEXTS ON THREE CRITERIA

(Rankings Made After Conference Concluded)

	Average Rankings			
Book	Interesting	Most Thought Provoking	Most Relevant to Conference	Overall Ranking
Bereiter	1.45	1.45	1.70	1.53
Cheyney	2.58	2.93	2.52	2.68
NCTE	2.89	2.92	2.82	2.88
Otto	3.08	2.70	2.96	2.91

35 percent moderately so; for Professor Jones -- 85 percent very relevant, 15 percent moderately so; for Professor Moore -- 70 percent very relevant, 30 percent moderately relevant.

Item 6. Participants were unanimous in their praise of Mrs. Osborn's presentation and demonstration on Tuesday afternoon. All comments ranged from good to excellent, the predominance being the latter.

Item 7. Participants were of the opinion that the consultants' presentation of papers on Wednesday morning was between average and good. They responded noticeably less favorable than towards Mrs. Osborn's presentation the previous day; still, the preponderance suggested that they found the papers interesting and relevant.

Item 8. The participants found Mrs. Osborn's paper the most interesting, Dr. Abt's least interesting, with Dr. McLean's and Dr. Miller's papers somewhere in between.

Item 9. Table 5 reflects the responses to this item and shows the bulk of the participants finding the papers moderately or very relevant to the Conference, particularly in the case of Mrs. Osborn's paper.

Item 10. Ninety percent of the group felt that the trip to the migrant school and camps was a valuable learning experience. Ten percent did not so feel.

Item 11. One hundred percent felt that something was accomplished by the field trip.

Item 12. Forty percent of the participants had no suggestions for altering the field trip, while 60 percent made minor

TABLE 5

PARTICIPANTS' OPINIONS OF THE RELEVANCE OF CONSULTANTS' PRESENTATIONS TO THE CONFERENCE

(Ratings Made After Conference Concluded)

	Participants' Ratings of Relevance		
Consultant	Very	Moderately	Not At All
Dr. Abt	5	14	1
Dr. McLean	9	11	0
Dr. Miller	6	13	1
Mrs. Osborn	20	0	0

suggestions. These ranged from visiting in smaller groups, starting earlier, visiting less desirable migrant camps, spending more time talking to migrants, visiting camps closer to Bucknell, etc. Two comments seemed worthy of note in that they grew out of the Conference events. In one case, a participant felt that instead of a rather delightful Conference luncheon on Wednesday afternoon it might have been more beneficial, in other than physical ways, to eat a meal with the migrants. Other persons suggested that the caravan of vehicles was too long and that some alterations might be made in the direction of reducing the number of times the caravan was apparently or actually lost.

Item 13 One hundred percent felt that formulating a group position was a valuable experience and ninety percent were satisfied with the work of their own particular group.

Item 14. Seventy percent felt that more demonstration with migrant children would have been beneficial and enjoyable; thirty percent disagreed.

Item 15. Ninety-five percent felt the group position of the consultants was valuable; five percent disagreed.

Item 16. Seventy percent felt that they derived the most benefit from observing the interaction of discussants and consultants. Ten percent had no opinion, while 20 percent would have preferred an opportunity to ask further questions of the consultants.

Item 17. Twenty-five percent felt that the explanation of the teletypewriter equipment without an actual demonstration was unclear. The general reactions to this approach were negative, although an actual demonstration may have altered opinions considerably.

Item 18. Games as a whole were ranked somewhere between fair and average and toward the average end of the curriculum, 2.79 to be exact. They were seen as possible supplements to the curriculum, but in no sense a complete curriculum package. Ninety percent found the demonstration with the local children valuable, 10 percent did not. One hundred percent thought that the demonstration with the migrant children was a valuable learning experience; the rating of the comparison of the two sessions was 3.89, that is, between average and good and actually leaning heavily towards the good end of the scale.

Item 19. One hundred percent felt that the presentation of the participant group positions was beneficial and suggested that their overall reaction to these position statements was somewhere between average and good, 3.44 to be exact.

SECTION D: Consultants and other resource personnel.

Twenty percent of the participants did not respond to this part of the questionnaire. Those that did ranked the first three groups (that is, government representatives, social workers and volunteer groups who had been in direct contact with migrant workers, and local teachers and other persons who had been involved in some educational programs for migrant children) as about equally valuable as resource persons for a conference such as this, with a slight nod given to local teachers and other persons. Rated somewhat less valuable were educators not directly familiar with the problems of instructional techniques and related technology. Some participants noted here that migrants themselves should be involved in the Conference.

SECTION E.

Participants were asked whom they thought would benefit most from a conference similar to this. Opinions ran the gamut over all of the possible positions in education from teachers to supervisors to remedial reading teachers to chief school administrators, principals, etc. Most often mentioned were classroom teachers of migrants.

SECTION F.

The suggestions that were listed were few and in most cases not too profound, such as a longer conference with shorter working days, addition of one more consultant, etc. Others, however, did have substance to them and are being considered in discussion of possible future conferences. Among these were such things as unobtrusive observation of migrant children in learning situations, addition of a Negro consultant, more actual discussion with migrants, etc.

APPENDIX A

LIST OF PARTICIPANTS

Name	Position	County
Mrs. Estella F. Austin 3 Water Street Coudersport, Pennsylvania 16915	Special Education	Potter
Mr. Paul W. Bower 428 Market Street Mifflinburg, Pennsylvania 17844	Teaching Principal	Union
Mr. Lowell S. Carpenter Post Office Box 301 Ulysses, Pennsylvania 16948	Guidance Counselor	Potter
Mr. Robert O. Diltz 70 South Second Street Hughesville, Pennsylvania 17737	Teacher	Lycoming
Mr. James B. Finn 425 Orange Street Selinsgrove, Pennsylvania 17870	Assistant County Superintendent	Snyder
Mr. Kenneth E. Forrest 300 West White Street Summit Hill, Pennsylvania 18250	Principal	Carbon
Mrs. Dorothy D. Fridley R. D. #5 Danville, Pennsylvania 17821	Teacher	Montour
Mr. Clyde S. Gass R. D. #1 Orangeville, Pennsylvania 17859	Teacher	Columbia
Miss Bonita M. Holmes 60 1/2 North Landon Avenue Kingston, Pennsylvania 18704	Teacher	Luzerne
Mr. Charles C. James 204 McLean Street Wilkes Barre, Pennsylvania 18702	Elementary Supervisor	Luzerne
Mr. Robert E. Lewis 401 N. Eighth Street Selinsgrove, Pennsylvania 17870	Home and School Visitor	Snyder
Mr. Edward R. Linn R. D. #2 Bloomsburg, Pennsylvania 17815	Teaching Principal	Montour

LIST OF PARTICIPANTS

Name	Position	County
Mr. Edward H. Miles R. D. #1 Pittston, Pennsylvania 18643	Elementary Principal	Luzerne
Mr. Ronald J. Perry R. D. Dalmatia Pennsylvania 17830	Superintendent of Schools	Northumberland
Mr. Richard B. Sacks 27 West Catawissa Street Nesquehoning, Pennsylvania 18240	Teacher	Carbon
Mr. Anthony Shelinski 445 Main Street Dickson City, Pennsylvania 18519	Director, Title I	Lackawanna
Mrs. Evelyn Shipe 220 South Front Street Sunbury, Pennsylvania 17801	School Social Worker	Northumberland
Mr. Richard Staber 2917 Old Berwick Road Bloomsburg, Pennsylvania 17815	Elementary Guidance	Columbia
Mrs. Eva K. Swift R. D. #1 Roulette, Pennsylvania 16756	Special Education Teacher	Potter
Mr. Adolph M. Zalonis 427 Catherine Street Bloomsburg, Pennsylvania 17815	Guidance Counselor	Columbia

LIST OF CONSULTANTS

Clark C. Abt, Ph.D. in Political Science, President of Abt Associates, Inc., Cambrdige, Massachusetts. Involved in the research, design, and development of educational games, computer models, and simulations.

Jean Osborn, M.Ed., Head teacher of the Bereiter-Engelmann experimental preschool at the University of Illinois, Urbana, Illinois.

Donald M. Miller, Ph.D. in Educational Psychology, Assistant Professor of the Instructional Research Laboratory of the University of Wisconsin, Madison, Wisconsin.

Les McLean, Ph.D. in Educational Psychology, Associate Professor, Chairman of the Department of Computer Applications at the Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada.

LIST OF CONFERENCE STAFF

Instructors

Dr. William H. Heiner, Bucknell University
Dr. J. Charles Jones, Bucknell University
Dr. Hugh F. McKeegan, Bucknell University
Dr. J. William Moore, Bucknell University

Conference Coordinator

Dr. William L. Goodwin, Bucknell University

Conference Assistants

Miss Donna Derr: Secretary
Mr. Robert Dunkerly: Audio-Visual
Mrs. Lois Garvin: Discussant
Dr. J. Charles Jones: Discussant

Instructional Assistants

Mrs. Lois Natkin
Miss Patricia Rugh
Miss Marlene Scardamalia

APPENDIX B

AN ANNOTATED BIBLIOGRAPHY ON LEARNING PROBLEMS OF THE MIGRANT CHILD

Selected for inclusion in this annotated bibliography are those sources which are directly relevant to the migrant laborer's economic position and educational problems. Literature on remedial reading and the culturally disadvantaged could logically have been included, as these areas are related to the emphases of the Bucknell Conference on Learning Problems of the Migrant Child, but for the most part, it has been omitted. Those wishing a broader survey of related literature are referred to *An Interdisciplinary Approach to Education for Migrant Children* (1967), a selected bibliography available from the State Department of Education, Tallahassee, Florida. This annotated bibliography was prepared by Patricia A. Rugh and Marlene L. Scardamalia.

Bereiter, C., & Engelmann, S. Teaching disadvantaged children in the preschool. Englewood Cliffs: Prentice-Hall, 1966.

Recognizing the fact that disadvantaged children of preschool age are already seriously retarded on tests of intellectual ability and that this retardation is most pronounced in language development and reasoning ability, the authors propose an intensive, accelerated approach in preschool instruction for these children. They reject the "whole child" approach because they feel that it, at best, can only lessen the child's many learning deficiencies, not eliminate any of them. In contrast, if the child's language deficiency could be dealt with, it is likely that his other, closely related handicaps could be remedied. Supporting this position is research showing that within a year the language handicaps of even severely deprived children can be overcome with simultaneous personality and social development occurring as well. The authors cover academic objectives and management of the preschool in addition to the basic teaching strategies that are vital to their program. Discussion of the language, arithmetic, and reading programs are both comprehensive and specific, with numerous examples of lessons and appropriate instructional techniques.

Blackwood, P. C. Report of two conferences on planning education for agricultural migrants. U. S. Department of Health, Education, and Welfare, Office of Education, July, 1957.

The concern felt in the Office of Education for the education of migrant children precipitated two conferences in May, 1957, one in Michigan and one in Mexico. This report presents the highlights of the discussions held, covering cooperation of the school organization and financial support, curriculum planning, and leadership development in migrant education. Specific projects are described at some length, and numerous recommendations, evolving from conference activities and interaction, are stated.

Bradman, M., & Kelley, K. C. Summertime and the learning wasn't easy. New York State Education, 1963, 50(7), 20-22.

This is a concise, well-written account of a six-week summer school (1962) for migrant children near the King Ferry Labor Camps in New York. The authors describe the problems of language and deprived background which the teachers faced and discuss important characteristics of these migrant children (most of whom came from Florida) in some detail. Gains made by the children during the session are summarized.

Cheyney, A. B. Teaching culturally disadvantaged in the elementary school. Columbus, Ohio: Charles E. Merrill Books, 1967.

In writing this book the author attempts to span the gap between learning theory and present instructional practices used with the culturally disadvantaged. In the first section of the book he gives a realistic overview of the situation, discusses important characteristics of culturally disadvantaged children and those who teach them, and presents a number of definite strengths these children possess that he feels could serve as the basis of an effective curriculum. The second section of the book concerns language. Language development of culturally disadvantaged children is discussed, and approaches to reading, listening, speaking, and writing are presented. Throughout the book, research studies are cited which provide a basis for the author's position. Numerous instructional techniques and materials that teachers have found effective in teaching culturally disadvantaged children illustrate the opportunities for practical application.

Coles, R. What migrant farm children learn. *Saturday Review*, 1965, 48, 73-74.

Written by a child psychiatrist who recently completed a two-year study of migrants, this article presents an excellent description of the migrant child's needs and way of life. The author points out that the migrant has little real need for an education, as it is largely irrelevant to his present existence. What little learning he receives in school the migrant forgets very quickly. As the author sees it, the problem is that of making this education more closely related to the needs and lives of these people, and thus more meaningful and desirable to them. He sees a specific need for regional networks of schools (some of them mobile), staffed by teachers genuinely concerned with the customs, values, and beliefs of the migrant.

Commonwealth of Pennsylvania, Department of Public Welfare, Bureau of Family and Child Welfare. *Migrant child care centers and services in Pennsylvania*. Harrisburg, Pennsylvania, 1958.

This report gives an account of the services provided for migrants in Pennsylvania during 1958 by the Department of Public Welfare.

Commonwealth of Pennsylvania, Department of Public Welfare, Bureau of Family and Child Welfare. *... with the wind and the rain*. Harrisburg, Pennsylvania, 1959.

This annual report of the Pennsylvania migrant program describes community organization and planning, day care centers, and social services for children and families.

Commonwealth of Pennsylvania, Department of Public Welfare, Bureau of Family and Child Welfare. *Reading for tomorrow*. Harrisburg, Pennsylvania, 1960.

The migrant programs offered in Pennsylyania during 1960 are described, with detailed accounts of various day care and child welfare services.

Commonwealth of Pennsylvania, The Governor's Committee on Migratory Labor. *We rally to the harvest*. Harrisburg, Pennsylvania, 1963.

This report gives a comprehensive account of the migrant program in Pennsylvania during 1963.

Commonwealth of Pennsylvania, The Governor's Committee on Migratory Labor. *Pennsylvania migratory labor program*. Harrisburg, Pennsylvania, 1964.

The 1964 migrant program in Pennsylvania, carried out through the cooperative efforts of the government agencies and volunteer groups, is described.

Commonwealth of Pennsylvania, The Governor's Committee on Migratory Labor. *Pennsylvania migratory labor program*. Harrisburg, Pennsylvania, 1965.

This annual report describes the migrant programs and services of government and volunteer agencies in Pennsylvania during 1965.

Cutts, W. G. Reading unreadiness in the underprivileged. *NEA Journal*, 1963, 52(4), 23-24.

The article stresses the need for cultural enrichment programs for the underprivileged, stating that although this approach may never be able to compensate fully for present deficiencies, it is the most productive manner for closing present gaps. Since adequate communication skills are the most important need of the culturally disadvantaged, the primary purpose of enrichment programs should be to provide experiences which will help children master the basic language skills of listening and speaking.

Edwards, E. P. Children of migratory agricultural workers in the public elementary schools of the United States: Needs and proposals in the area of curriculum. Harvard Educational Review, 1960, 30(1), 12-52.

Although this article was written in 1960, its excellent review of migrant labor conditions is still pertinent. The brief account of the migrant laborer's background and the problems inherent in the migrant child's relations with the schools is a source of answers to questions often posed by teachers who lack experience in working with these children, and it offers some insight into problems that they may encounter. In the section "Attempts to Meet the Problems," the author discusses projects initiated by various states and agencies to combat the migrant labor problem. By combining the best points of each program, the author presents a comprehensive review of the literature available in 1960 concerning the educational objectives and methods that have been most efficient in dealing with migrants.

First, J. M. The educationally deprived. Michigan Education Journal, 1961, 39, 194-199.

The author discusses problems resulting from migrancy and several experiments which were attempted in an effort to combat these problems.

Florida Department of Education. Planning Florida's migrant education program. Tallahassee, Florida, 1966.

The 1966 workshop which this publication reports was concerned with development of a realistic and effective migrant program for the state of Florida. Consideration was given to a wide variety of educational problems. Consultants' speeches, included here, focus on such concerns as self concept development, selection of curriculum materials, inservice training for teachers, parent involvement, electrical processing of educational data, and evaluation criteria.

Frierson, E. C., & Barbe, W. B. (Ed.) Educating children with learning disabilities: Selected readings. New York: Appleton-Century Crofts, 1967.

Five particularly relevant chapters in this book are abstracted immediately below.

Brueckner, L. J., & Bond, G. L., Diagnosis and treatment of spelling difficulties.

The diagnosis of spelling difficulties requires procedures ranging from systematic, standardized techniques to the application of informal observational procedures. The chapter gives a good summary of diagnostic procedures and appropriate treatments that can be utilized in the area of spelling.

Fletcher, L. G. Methods and materials for teaching word perception in corrective remedial classes.

Success in reading is based on the ability to identify words and to associate printed symbols with ideas. The author discusses three basic methods for teaching words: the sight method, the kinesthetic method, and the phonetic approach. The remedial teacher should be familiar with these and be able to combine them in accordance with individual situations.

Frierson, E. C. Clinical education procedures in the treatment of learning disabilities.

The clinical approach to learning stresses growth in terms of individual gain on measures of specific skills, and it necessitates the grouping of children according to ability; the traditional method develops an overall curriculum based on findings from several disciplines, and it groups children according to age. In using the clinical approach, the educator must be familiar with the different ways of teaching a subject. The author discusses twelve approaches for teaching reading. Although the chapter is not directly applicable to migrant labor problems, it does provide a method for coping with underachievement in general. This method depends upon thorough diagnosis, sound selection of teaching procedures, and objective measurement of success.

Hirsch, K. Tests designed to discover potential reading difficulties at the six-year-old level.

The tests discussed in this chapter are designed to measure the child's ability to pattern, structure, and respond to stimuli in general, and, to a degree, to integrate behavior. The testing helps to identify the children who are not ready for first grade. In addition, it assists in determining what type of help is suitable for each child. An excellent overview of the many reading difficulties that may be present is included, and suggestions for analyzing each difficulty are given.

Kirk, S. A., & McCarthy, J. J. The Illinois Test of Psycholinguistic Abilities -- An approach to differential diagnosis.

The ITPA was developed to assess deficiencies in communication skills. It is meant to be used for diagnosis, to define how an educational or remedial program can be initiated rather than to classify the child into a particular category related to IQ level. The test is developed according to a theoretical model proposed by Osgood, and sub-tests have been developed which tap each skill involved in psycholinguistic abilities. Case studies are given which will help a user understand how the results can be applied to a remedial program.

Frost, J. School and the migrant child. Childhood Education, 1964, 41, 129-132.

A summer school (1962, 1963) for migrants in Arkansas is described. Covered in the discussion are school activities (with emphasis on their relatedness to the real experiences of the child), home life, basic human needs, and language capabilities of these children. The needs for such a school are defined as good teachers, time, space, and materials.

Garcia, A. A. Bridge to a better life. Texas Outlook, 1963, 47(3), 30-31.

This very general account of the migrant's situation places emphasis on the causes for the failure of migrant children in school. The author makes some suggestions for alleviating the situation.

Haney, G. E. Problems and trends in migrant education. School Life, 1963, 45(9), 5-9.

The author, in 1963, worked in the Office of Education as a specialist in the education of migrant children and as a member of the ad hoc committee of the President's Committee on Migratory Labor and the Interdepartmental Committee of the U. S. Department of Health, Education and Welfare. That he faces the migrant labor problem realistically is reflected in his writing. He presents a brief, concise, very informative, and well written summary of the problems facing migrants. These include seasonal impact on schools, school transfer records, grade placement of pupils, acquisition of teachers, school attendance problems, need for educational continuity, and financing school programs. Where possible, he gives suggestions for alleviating these problems and goes on to discuss the trends in migrant education on the local, state and federal levels.

Harnishfeger, L. A desk for Ignacio. Ohio Schools, 1965, 43(4), 30-33.

The educational program (1963) offered by the Pandora-Gilboa School District, Putnam County, Ohio, to Spanish-American migrant children is described. Because of the marked differences in reading and speaking abilities of the children, individualized instruction was emphasized. Materials and techniques were chosen for their relevance. Migrant children were separated from the resident students when the regular school opened in September because of their special needs.

Heffernan, H. Migrant children in California schools. California Journal of Elementary Education, 1962, 30, 228-236.

A survey of eighty districts serving migrant children in California was made in 1961. The findings reveal the inadequacies of the schools and illustrate a need for future legislation. The author uses five case histories to support his ideas and ends the article by suggesting specific goals, in the form of support for relevant legislation, which would lead to better education for the migrants.

Karraker, C. Education for our rural slums. School and Society, 1963, 91(2229), 276-277.

This article is an excellent review of the problems confronting the education of migrant children. Because of their non-resident status, compulsory education laws of the states do not apply to migrant children. Consequently, school achievement is often found to be below the minimum standard of literacy. The author cites several states that have made progress in improving migrant education, focusing on the exemplary work of Colorado. This state has held summer schools for migrants since 1955, using experienced teachers and building facilities of the regular school system. The Migrant Educational Research Program in Colorado has led to a stronger, more extensive migrant program. Teachers of migrant children have attended inservice programs at Adams State College since 1957, and this college has become a center for studies in migrant education. The author stresses that much more needs to be done to improve educational opportunities for migrant children, including meeting the needs for day care centers for preschool children.

Kell, L., & Alsup, B. One cup of sugar: Home economics and migrant families. Journal of Home Economics, 1963, 55, 142-144.

A general description is given of methods used to provide a day care center for Mexican-Americans. Through the use of volunteers, graduate students, and undergraduate students, a program was set up which took into account the educational, medical and nutritional needs of the children involved. The article provides a general account of the migrant's living conditions.

Kidd, M. C. A chance to succeed. Texas Outlook, 1965, 49(8), 16-17.

In an experimental, concentrated program for migratory children in Texas (1963-64), a teacher condensed a regular nine month school term into six months and obtained comparable scores between migratory children taught at the quickened pace and residents who were taught the same material over a period of nine months.

Laing, J. H. Migrant school helps children catch up. Nations Schools, 1967, 79(2), 67-68.

This brief article summarizes the bilingual (Spanish and English) approach used in the Merced County Migrant School Project in California. Verbal skills are emphasized in the elementary classes by teachers and highly qualified aids. Child care centers provide meals and facilities for the hours during which parents are in the fields. Preschool education stresses language development, and evening classes in relevant skills are held for adults.

Lake Byrd Conference Center. Report and recommendations of the consultation on services to children in the east coast migrant stream. Avon Park, Florida, 1965.

This publication is the product of a 1965 conference held in Florida. Panel discussions and addresses are summarized, and participants' reactions and recommendations are noted. The need for intrastate and interstate coordination and continuity of services is emphasized, and some very good suggestions are made.

Mackintosh, H., Gore, L., & Lewis, G. M. Disadvantaged children series. Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, 1965.

The four pamphlets in this series are abstracted immediately below.

No. 1. Educating disadvantaged children under six.

In this pamphlet techniques are described that have been found useful in work with educationally disadvantaged children. Program emphases that are discussed include verbal ability, understanding of self and others as well as the environment, intellectual development, and emotional and cultural resources of the child. Other attributes of such an educational program (desirable teacher characteristics, parent-school relationships, supplementary services and facilities) are also discussed.

No. 2. Educating disadvantaged children in the primary years.

The discussion of special problems of the disadvantaged child in the primary school is based on the findings of research done in sixteen large cities in this country in 1964. Of special interest is the survey of "promising practices," covering organizational changes, reduction of teacher-pupil ratio, special staff asssistance, relationship between the school and parents, and summer school opportunities for these children. Special programs in New York, Baltimore, and Pittsburgh are covered briefly, and a large number of effective classroom activities are described in some detail.

No. 3. Educating disadvantaged children in the middle grades.

Following a format similar to that of the second pamphlet in this series, the authors discuss desirable goals and the scope of the curriculum for the middle grades. "Promising practices" which have been found effective by teachers of disadvantaged children are described, and summaries of special programs in Boston, Chicago, New York, Pittsburgh, and San Diego are included.

No. 4. Administration of elementary school programs for disadvantaged children.

This fourth pamphlet is written for administrators. It gives an account of some of the administrative problems and responsibilities involved, sketches the nature and extent of the elementary school problem, and summarizes the efforts made by school districts investigated in this survey, including the special provisions of sixteen of the cities studied.

Moore, T. E. The slaves we rent. Scranton, Pennsylvania: Haddon-Craftsman, 1965.

The book provides the historical background of the migrant labor situation. The deplorable conditions and frequent exploitation that are a part of the migrant laborer's daily life are vividly described.

Morales, H. From their hands, a feast. American Education, 1965, 1(10), 1-5.

This is a good summary of state and federal involvement in the improvement of migrant education (as of 1965). The author describes in detail a program in which he was involved, called Action for Community Development. He discusses the excellent and many-faceted progress made by one community, Meadow Wood Acres, near San Antonio, Texas, under this program.

National Council of Teachers of English, NCTE Task Force on Teaching English to the Disadvantaged (Cochairman: R. Corbin, & M. Crosby). Language programs for the disadvantaged. Champaign, Illinois: NCTE, 1965.

The NCTE in 1965 appointed a special task force to determine the effectiveness of language learning in special projects and programs for the disadvantaged across the country. They sought to identify effective educational practices and, in particular, to study language learning among the disadvantaged. Reactions and comments given by consultants to the task force are particularly useful because the views presented reflect a wide variety of approaches. In addition, two reports review the critical aspects of research in linguistics and psychology as these areas pertain to disadvantaged learners. The book offers excellent guidelines for setting up future programs.

Ogle, A. The plight of migrant America. America, 1966, 115(2), 33-34.

The author protests the apparent apathy of the majority of Americans toward the pathetic position of the migrant worker in this country. This distressing situation is briefly sketched, and statements by some concerned leaders in the United States are cited.

O'Hara, J. Disadvantaged newcomers to the city. NEA Journal, 1963, 52(4), 25-27.

Although this article is concerned with rural-to-urban migration, especially among migrants from the Southern Appalachians, it does make several points that are applicable to the constantly moving migrant child: (1) Since these children lack the competitive spirit that motivates many pupils in urban schools, teachers should capitalize on physical education, not as an end in itself, but as a means of developing interest in symbols and abstractions; (2) The school must begin instruction where the pupils are and not where it thinks they should be; (3) Greater attention must be given to reading skills; (4) Most academic subjects must be offered on at least three levels of difficulty.

Otto, W., & McMenemy, R. A. *Corrective and remedial teaching: Principles and practices*. Boston: Houghton Mifflin, 1966.

The authors' approach to corrective and remedial teaching is one that begins with diagnosis of the problem so that all learning begins where the child is, not where the teacher thinks he should be. The book is essentially a guideline to aid teachers in dealing with the problems associated with underachievement. Emphasis is placed on reading skills because it is the belief of the authors that success in all academic areas is dependent upon reading abilities; however, the methods described are generally applicable to all phases of remedial teaching. The book has a threefold purpose: (1) to present a resumé of techniques and materials that have been found useful in dealing with learning problems associated with underachievement; (2) to suggest a rationale for a specific approach to the development of programs of corrective and remedial teaching for children who are underachievers; (3) to suggest an orientation to remedial teaching. General fundamentals of diagnosis and remedial teaching as well as diagnostic and remedial techniques for specific skills are presented.

Palley, H. A. The migrant labor problem -- its state and interstate aspects. *Journal of Negro Education*, 1963, 32, 35-42.

This article is concerned with the severe economic problems of the migrant farm laborer and with procedures which could help to alleviate the migrant's situation. The nature of the migrant labor problem is discussed and the positions of both the migrant and the farmer are presented. The author stresses the need for federal intervention.

Potts, A. M. School bells for children who follow the crops. *Elementary School Journal*, 1960, 60, 437-441.

This article describes the migrant children who participated in the five special summer schools Colorado opened in 1959 (lasting for periods of five to nearly eight weeks). Although the children fall into three cultural groups (Anglos, Spanish-American, and those without a readily identifiable cultural pattern), they share certain important characteristics. They possess serious language handicaps, reveal cultural differences which tend to separate them from resident students and from other sub-groups, and initially accept and conform only to the values of their own group. The article closes with a description of Colorado's total program for the education of migrant children.

Sartain, G. A new approach to the migrant problem. *International Journal of Religious Education*, 1964, 40(11), 18-19.

This article is primarily concerned with the problems faced by migrants who attempt to establish permanent residence; however, it does present a brief, general picture of the migrant laborer's position.

Sheridan, M. L. Family day care for children of migrant farmworkers. *Children*, 1967, 14(1), 13-18.

A pilot project through which children under three years of age were cared for in family homes by the day is described. This service has been offered for two summers in Columbia, Luzerne, and Potter Counties in Pennsylvania, and it has received strong community support. Because of previous successful experience with day care centers for their older children, parents of these youngest children were eager to cooperate and to enroll them. Quality of care offered was generally excellent and all involved (migrant mothers and children, day-care families) adjusted rapidly and well.

Stern, P. M. Children of neglect: A plea. Parent's Magazine, 1967, 42(1), 30.

The author presents the case of the neglected migrant laborer and points out the lack of legislation which makes the migrant's case an extremely difficult one to remedy.

Sutton, E. Knowing and teaching the migrant child. Washington, D. C.: National Educational Association, 1960.

The author has worked in the capacity of supervisory specialist in migrant education for a pilot project which was inaugurated July 1, 1954, continuing through June 30, 1957. This project was exploratory in nature. General information is included concerning the migrant laborers' living conditions and needs, and suggestions are given for coping with these factors. Instructional techniques, organizational arrangements, and curriculum ideas are presented which have been used in actual situations with the migrant child. The book provides a good summary of the migrant labor problem and of possible correction measures.

Sutton, E. When the migrant child comes to school. NEA Journal, 1961, 50(7), 32-34.

The author discusses factors which contribute to the insecurity and frustration of the migrant child. Included are such elements as irregular schooling, periodic uprooting and reading adjustments, and lack of cultural background. The opinion presented in the article is that these factors can be largely overcome by having the child feel accepted in his new group.

Sutton, E. Wider but not deeper. Childhood Education, 1962, 39, 71-74.

Although many occupations demand that the family be uprooted periodically, the families of migrant laborers are especially hindered in terms of educational experiences because of their disregard for education. Specifically, they lack competencies in communication and in arithmetic. The teacher's primary effort should be directed toward providing continuity of learning for these children.

Taliaferro, E. Tony finds a shell. Texas Outlook, 1963, 47(12), 24-25.

This is a brief story of a migrant child who learned to love school because his individual interests were taken into account.

Texas Education Agency, Texas Project for the Education of Migrant Children. Application for migrant compensatory education project. Austin, Texas, 1967.

This project proposal includes a summary of outstanding characteristics of the migrant child, the purposes and activities of the proposed work-study program as well as the functions of the staff, opportunities for parental involvement, and a four-page description of the summer educational program. The bulk of material concerns the budget for the project.

Thomas, D. R., & Stueber, R. No desk for Carmen. Teachers College Record, 1959, 61, 143-150.

The major problems that the migrant laborer faces are (1) cultural isolation, (2) instability, (3) lack of concern on the part of those who are in a position to help, (4) lack of continuity in educational attempts, and (5) lack of interstate coordination. The authors believe that no one of these problems is insurmountable, and they give general suggestions which could be used to overcome these obstacles. The suggestions, though feasible, are limited in scope.

Winters, M. T. Towns organize to help migrants. International Journal of Religious Education, 1963, 39(9), 14-15.

The author describes help given to migrant Indians in western Washington by church groups in neighboring communities. Medical and dental aid, day care for preschool children, worship services, and recreational programs for all ages offered to the migrants were generally very well received. No educational program was included.

Wood, N. Summer-school help for migrant workers' children. NEA Journal, 1962, 51(5), 18-19.

This is a very brief account of a six-week summer school for Spanish-American migrant children in Rocky Ford, Colorado.

Evaluation Sheet

The material in the annotated bibliography has been evaluated according to the following criteria:

1. General description of the situation, needs, and problems of migrant workers
2. Federal and state legislation for educational or labor conditions of the migrant workers
3. Specific content and structure of effective educational programs for migrant children
4. Description of existing schools or programs for migrant children
5. Content and/or rationale for particular curricula for migrant programs
6. Description of instructional techniques or approaches possibly applicable to migrant education programs
7. Diagnosis of specific learning difficulties pertaining to educationally deprived children

The columns are numbered in accordance with the above listing. An "x" in one of the seven columns indicates the nature of the content of the article.

Each article or book has also been rated on the basis of its relevance to the Bucknell Conference on Learning Problems of the Migrant Child. Three symbols are used for this rating:

*** Excellent (specific and applicable material)
** Good (pertinent, but no definite guidelines)
* Fair (very general information)

AUTHOR (S)	1	2	3	4	5	6	7
Bereiter, C. & Engelmann, S. ***						x	x
Blackwood, P. C. **			x	x			
Bradman, M. & Kelley, K. C. ***	x		x	x			
Cheyney, A. B. ***						x	x
Coles, R. **	x						
Commonwealth of Penna. (1958) **	x			x			
Commonwealth of Penna. (1959) **	x			x			
Commonwealth of Penna. (1960) **	x			x			
Commonwealth of Penna. (1963) **	x			x			
Commonwealth of Penna. (1964) **	x			x			
Commonwealth of Penna. (1965) **	x			x			
Cutts, W. G. *						x	
Edwards, E. P. ***	x		x	x			
First, J. M. *	x			x			
Florida Dept. of Ed. **			x	x	x		
Frierson, E. C. & Barbe, W. B.							
Brueckner, L. J. & Bond, G. **							x
Fletcher, L. G. **							x
Frierson, E. C. **						x	
Hirsch, K. **							x
Kirk, S. A. & McCarthy, J. J.***							x
Frost, J. **	x		x	x			
Garcia, A. A. *	x						
Haney, G. E. ***	x	x	x				
Harnishfeger, L. *	x			x			
Hefferman, H. *	x	x		x			
Karraker, C. ***	x	x	x	x			

AUTHOR (S)		1	2	3	4	5	6	7
Kell, L. & Alsup, B.	*	x			x			
Kidd, M. C.	*	x			x			
Laing, J. H.	*	x			x	x		
Lake Byrd Conference Center	**	x		x				
Mackintosh, H. et. al.								
(1)	**						x	
(2)	**						x	
(3)	**						x	
(4)	**						x	
Moore, T. E.	**	x						
Morales, H.	**	x	x	x	x			
N.C.T.E.	***						x	x
Ogle, A.	*	x						
O'Hara, J.	**					x		
Otto, W. & McMenemy, R. A.	***						x	x
Palley, H. A.	*	x						
Potts, A. M.	**	x		x	x			
Sartain, G.	*	x						
Sheridan, M. L.	*	x		x				
Stern, P. M.	*	x						
Sutton, E. (1960)	**	x		x	x			
Sutton, E. (1961)	*	x						
Sutton, E. (1962)	*	x						
Taliaferro, E.	*	x						
Texas Education Agency	*	x			x			
Thomas, D. R. & Stueber, R.	**	x						
Winters, M. T.	*	x						
Wood, N.	*	x			x			

APPENDIX C

EVALUATION INSTRUMENT NUMBER 1

BUCKNELL CONFERENCE ON LEARNING PROBLEMS OF THE MIGRANT CHILD

August 13, 1967

NAME ______________________________

Below are listed the four texts for this week's conference that were recently sent to you. Please answer the following questions candidly.

1. How many days ago did you receive the books? __________ days.
2. How much time have you spent reading each of the four books (express as hours and/or fractions of an hour)?

   Bereiter __________ hours.
   Cheyney __________ hours.
   NCTE __________ hours.
   Otto __________ hours.

3. What was your professional opinion of the portions of each of the four books that you read (Circle one letter: E=Excellent; G=Good; A=Average; P=Poor; NR=Not Read)?

Bereiter	E	G	A	P	NR
Cheyney	E	G	A	P	NR
NCTE	E	G	A	P	NR
Otto	E	G	A	P	NR

4. Please list your expectations for this conference; that is, what do you hope to get out of it, what assistance do you feel that you need in this field, etc.

EVALUATION INSTRUMENT NUMBER 2

BUCKNELL CONFERENCE ON LEARNING PROBLEMS OF THE MIGRANT CHILD

August 14, 1967

NAME ____

1. Did you spend anytime since the meeting Sunday evening reading any of the four books? Yes __________ No __________

   If yes, answer questions 2 and 3 below.

2. How much time did you spend on each of the four books since the meeting yesterday evening (express as hours and/or fractions of an hour)?

   Bereiter __________ hours.
   Cheyney __________ hours.
   NCTE __________ hours.
   Otto __________ hours.

3. What was your professional opinion of the portions of each of the four books that you read (Circle one letter: E=Excellent; G=Good; A=Average; P=Poor; NR=Not Read)?

Bereiter	E	G	A	P	NR
Cheyney	E	G	A	P	NR
NCTE	E	G	A	P	NR
Otto	E	G	A	P	NR

4. What is your candid opinion of beginning the conference Sunday evening rather than Monday morning?

EVALUATION INSTRUMENT NUMBER 3

BUCKNELL CONFERENCE ON LEARNING PROBLEMS OF THE MIGRANT CHILD

August 18, 1967

Evaluation by ____________________ (Name)

In answering these questions, please be candid and direct. The evaluation of the conference can be most useful if it can draw from your honest reactions and constructive criticism.

1. What did you, personally, hope to gain from your participation in this conference? (Please list below)	2. To what extend was each expectation fulfilled? (Please list below)
A.	A.
B.	B.
C.	C.

3. What use do you plan to make of the learnings that you have gained from the conference?

A. Physical Accommodations

1. Rate each of the following by checking the appropriate column.

	Excellent	Good	Average	Poor	(Didn't Use)
Dormitory Facilities	____	____	____	____	____
Cafeteria Facilities	____	____	____	____	____

2. Were you satisfied with the amount of information sent to you before the conference concerning room and board and the recreational facilities in the area? (Circle one) Yes No

B. Materials

1. Do you think it is a good idea to distribute reading materials to participants before the conference begins? (Circle one)

Yes No

If so, how many days before the conference should such materials be distributed? __________ days

2. If you had had your materials for a longer period of time, before the conference, would you have done more reading? (Circle one)

Yes No

3. Did you make use of the annotated bibliography that was sent to you? (Circle one) Yes No

If yes, to what extent? (Explain what other reading you did, if any, both before and during the conference.)

4. How useful have you found the four books that were sent to you?

	Very	Moderately	Not at All	(Didn't Read)
Bereiter (green)	____	____	____	____
Cheyney (yellow)	____	____	____	____
NCTE (grey)	____	____	____	____
Otto (purple)	____	____	____	____

5. Did you do any reading in these books during the past week, Monday through Thursday? (Circle one) Yes No

If so, how many hours during the week (Monday through Thursday) did you spend on each book?

Bereiter __________ hours

Cheyney __________ hours

NCTE __________ hours

Otto __________ hours

6. Rank each of the four books from 1 to 4 (1 being the highest) in terms of the following criteria:

	Bereiter	Cheyney	NCTE	Otto
(a) most interesting	____	____	____	____
(b) most thought provoking (ideas that were new to you)	____	____	____	____
(c) most relevant to the concerns of this conference (i.e., learning problems of the migrant child)	____	____	____	____

7. Should all four books have been included in the reading materials? (Circle one) Yes No

   If no, which book(s) would you have eliminated?

8. What book(s), if any, would you have added to the reading material for participants?

C. Structure and Content of the Conference

1. As a whole, what is your opinion of the choice of activities for the week? (Circle one) Excellent Good Average Poor

2. In your opinion did the sessions of the conference follow a logical sequence? (Circle one) Yes No

3. Did you find the assignment of participants to three smaller groups for the involvement sessions on Monday and Tuesday beneficial? (Circle one) Yes No

4. Rank the 3 sessions in terms of interest to you. (1=most interesting; 3=least interesting)

   _____ (Prof. Heiner) "Diagnosing Reading Problems of the Migrant Child"

   _____ (Prof. Jones) "History of Migrant Education; Learning Problems of the Migrant Child"

   _____ (Prof. Moore" "Programs of Instruction for the Migrant Child Based on the Concept of Individualization"

5. Rate each of the 3 sessions in terms of relevance to the conference by checking the appropriate column.

	Very	Moderately	Not at All
(Prof. Heiner)	____	____	____
(Prof. Jones)	____	____	____
(Prof. Moore)	____	____	____

6. What was your opinion of Mrs. Osborn's presentation and demonstration with the migrant children on Tuesday?

7. What was your opinion of the consultants' presentation of papers on Wednesday morning?

8. Rank the 4 papers in terms of interest to you. (1=most interesting; 4=least interesting)

_______ Dr. Abt
_______ Dr. McLean
_______ Dr. Miller
_______ Mrs. Osborn

9. Rate each of the 4 presentations in terms of relevance to the conference by checking the appropriate column.

	Very	Moderately	Not at All
Dr. Abt	____	____	____
Dr. McLean	____	____	____
Dr. Miller	____	____	____
Mrs. Osborn	____	____	____

10. As a whole, do you think the trip to the migrant school and camps was a valuable experience?

11. Did you think anything was accomplished? What did you learn, if anything? Explain.

12. Would you suggest any alterations in plans for a similar trip?

13. Was the experience of formulating a group position (Thursday morning) a valuable one for you? Explain. Were you satisfied with the work of your group?

14. Would you have enjoyed more demonstrations with migrant children? (Circle one) Yes No

15. Was the experience of hearing the group position of the consultants and observing the reactions of the discussants (Dr. Jones and Mrs. Garvin) valuable to you?

16. Do you think that you derived the most benefit from observing this interaction, or would you have preferred an opportunity to ask further questions of the consultants?

17. Was the explanation of the teletypewriter equipment clear enough to be understood without an actual demonstration?
(Circle one) Yes No

What is your reaction to this approach?

18. Having seen the reading games demonstrated, what is your general reaction to this approach of teaching reading?

Did you find the demonstration with the local children valuable? Explain.

Did you find the demonstration with the migrant children valuable? Explain.

What is your reaction to the comparison of the two?

19. Was the presentation of the participant group positions beneficial?
(Circle one) Yes No

What did the statement of these positions add to ideas you had already formulated?

D. Consultants and Other Resource Personnel

Rank the following from 1-4 (or 5); 1 being the most desirable, in terms of possible valuable contributions which could be made to a conference such as this, concerned with the learning problems of the migrant child.

_____a. representatives from government departments and agencies directly concerned with some aspect(s) of the migrant situation.

_____b. social workers and representatives of volunteer groups who have been in direct contact with migrant workers.

_____c. local teachers and other persons who have been involved in summer educational programs for migrant children.

_____d. educators not directly familiar with problems of the instructional techniques, related technology, etc.

_____e. other (Explain).

E. Participants

Who (in terms of educational position and responsibilities) do you think would benefit most from a conference such as this concerned with the learning problems of the migrant child?

F. Suggestions

1. If a similar conference were to be held next year, what changes would you suggest (that you have not already mentioned in some other part of this evaluation)?

2. Do you have any additional suggestions or new ideas that might help to make such a conference successful?